

(December—Jubilee Month of Immaculate Conception.)

Mary! Immaculaté!

As the soft night-wind lulls the star-lit sea,
Thy pure and sweet sublimity
Doth hush the soul with peace, and satiate.
Thou who wert born
More fair, more beautiful than Morn,
When first she stoops to drink in silent bowers
A thousand pearls from out a thousand flowers.
Peerless! Immaculaté!
O Thou art as that star, that, nightfall done,
Trembling awaits the coming of the sun!
O Dawn most fair! O gently trembling Star!
If thou art fair and wondrous fair to see,
What must the lustre of the Noon-day be!

—Francis X. Finegan, S. J.

Sodalities as an Aid to Schools.

SISTER M. FIDES, [MERCY CONVENT, MCKEESPORT, PA.]

The young ladies of the sodality of St. Peter's church, McKeesport, Pa., are proving an efficient aid to the school. Their first effort this year along the line of good is to furnish a number of handsome pictures for the school halls. This object at first thought may not seem to have the importance or the educative value that it really has. First and foremost in educative value are the moral atmosphere of the school and the individuality of the teacher; next in rank is the influence of books, and third, that of pictures. Slowly and silently the lesson taught by the picture sinks down into the heart of the child, but it is there to stay; and throughout all the years of life that lesson shall not be wholly eradicated.

If, in the words of the poet priest, Father Ryan, "The days that are first, sway the days that are last," then certainly those children whose eyes take in day after day the holy consoling thoughts conveyed by such pictures as Plockhorst's "Consoling Christ" or his "Good Shepherd," or his "Christ Blessing Little Children," etc., must in later years be better men and women because of these early influences.

Plockhorst's "Consoling Christ" has a message for each and every heart. We all like to fancy some kind, fatherly heart that welcomes us back again when we've gone astray; that listens to our story pityingly rather than condemningly; that understands us—seeing our temptation and our sorrow as well as our sin; that forgives us and takes us back again.

We all like to fancy a divine "Good Shepherd" seeking the sheep that was lost and carrying it safe back to the fold. There is something in the human heart in sympathy with that sheep that was lost, and in full admiration of that good shepherd who, not content with the ninety and nine that safely lay in the shelter of the fold, turned yearning unto that one that had wandered far away.

These are old stories, perhaps; the world has been listening to them for a long, long time—but there are none better. They are fitted to the human heart by Him who made that heart; their beauty will never grow old, will never cease to inspire, elevate and console; and they come today in all their glad primitive appeal to the hearts of our children.

Landseer's "Saved" is a picture typical of strife and victory. The fine old dog, panting from his combat with the waves, yet happy because of the rescued boy safe at last upon the beach, is a figure of the strife and victory and victor's joy attendant upon all worthy things of life.

Ary Scheffer's "St. Monica and St. Augustine" tells the story of a mother's love and prayer. We recall the

words of the holy Bishop to St. Monica when, in loving sorrow for her wayward son, she sought his aid. "Go the way," he said, "for it cannot be that the child of such tears should perish."

Scheffer's picture is the fulfillment of that prophecy. The scene is that described by St. Augustine in his Confessions; wherein a short time before his mother's death he sat by her side at a window commanding a full view of the sea. They sat in silence, their hands in mutual clasp, their souls, awed by the majesty of ocean, rising beyond earth and time unto the contemplation of the infinite, the eternal. The picture is the wondrous triumph hour of a mother's holy love.

Among the Madonnas that look kindly down into the wondering eyes of the children are the following: Raphael's Sistine Madonna; Murillo's Immaculate Conception, Bodenhausen's Madonna, Sichel's Madonna, Feruzzi's Madonna and Carlo Dolci's Madonna of the Thumb.

Hoffman's Christ in the Temple, and his Christ and the Rich Young Man; Joshua Reynold's Angel Heads, Murillo's Virgin of Seville, Guido Rem's Ecce Homo, Anderson's Chorister Boys, Schenk's Lost, Rosa Bonheur's Horse Fair, Sant's The Soul's Awakening, etc., etc., are among the choice collection of pictures so wisely and kindly presented to the school by the members of the Young Ladies' Sodality.

An Educational Skyscraper.

New York City is maintaining her reputation in educational leadership. The building of a "skyscraper" school with accommodations for 7,500 to 8,000 pupils will be begun on the lower East Side in the course of the next few months. When it is completed, it will be not only the first schoolhouse of its type, but also by far the largest elementary public school in existence.

For several years the school authorities have been considering the advisability of erecting such a school. New public school No. 62, which is in the course of construction, was to be a skyscraper, but the authorities felt that the public was not educated up to such a schoolhouse, and therefore stopped it at the sixth story. When No. 62 is completed, all the pupils of No. 137 will be transferred into it. Then No. 137 will be torn down, and on its site, which is about 175 feet long by 80 broad, the giant school will be built. Dr. George S. Davis, associate city superintendent, says:

"We are confident of the practicability of erecting such an enormous structure. It will be ten or more stories in height, and each story will have about fifteen classrooms, providing accommodations for fifty children each. We will move into the school all the children of the upper grades from the schools of the neighborhood, leaving the old quarters for the little ones.

"The structure can be made perfectly fireproof, nothing being inflammable in the rooms except the furniture. The structure will have four elevator shafts, besides stairways and escalators. Although the departmental system will be in use, the classes as they move from room to room can be confined to one or two floors. There will be no more confusion than in an ordinary office building. At the dismissal the children on the lower floors will go out by the stairs, while those above will use the elevators. There will be four exits, or entrances, to the building, on three streets and one alley.

If there is any sign of confusion, the time of dismissal will be made different for the various grades. The children who will use this building will be the older ones, who know how to act properly. It will be especially equipped for an evening high school.

"The time has come for such schools. In this section the sites are very expensive and the population is very dense. A large school is therefore a measure of economy. If the business interests ever drive the population uptown, we can convert the structure into an office building and dispose of it."

Don't Kill Poor Santa Claus.

A number of very good and very well meaning women decided some years ago that the story of Santa Claus was a wicked fiction and should never again be told to little children.

Every year they begin a crusade against that old gentleman with the long white whiskers and the sleigh. This year they have begun a little earlier than usual, hoping to head him off before his arrival is too generally expected among his small admirers.

The fable about Santa Claus is certainly harmless. No child is ever made a liar because of it. He is merely entertained from the time when he first begins to think about things to the stage of his childhood when he discovers, by shrewd questions, that Mr. Santa Claus is only a myth. And all the while his imagination, which is a very important part of his mental make-up, is being stimulated. He will sit for hours thinking about the coming of the good old fellow with his big bundle of toys, and picture to himself all the details of the reindeer, the sleigh and the difficult and perilous journey down the chimney. And as the reading of books will later develop his mind and teach him to think for himself, so this fable occupies his thoughts and direct them gradually into the right channels.

Of course, the story of Santa Claus is a myth. So are the tales of Hans Christian Anderson and Grimm; yet nobody thinks of telling a child who is listening to one of them that they are not true.

Beginning Religious Training.

The little ones are to be drawn to religion with tact and sweetness. As yet unconscious of sin, they are peculiarly under the law of love, and if the idea of serving God for love and in a spirit of honor can be inculcated in them early, who will say how long the defiling touch of sin may not be kept away from them?

Let them learn first to adore God and ask His favors with short prayers well said. Give them the fatherly idea of God. The minds of these little ones are more logical than we realize. Do they ask something of their fathers and mothers in a long speech full of hard words which they cannot pronounce, much less understand?

Let them learn Our Lord's own prayer first, and the Hail Mary and the Creed also, with explanations adapted to their intelligence, and which will save the prayers from being a mere exercise of memory; but teach them, too, that they can speak to God in their own simple fashion, and without ceremony, at any time and in any place. "Prayer is the lifting up of our hearts to God," says the old catechism. Will not the teacher

or parent simplify this definition into: "Prayer is talking to God, as to the One you love best and Who can do the most for you?"

A dear little five-year old wanted to pray for her father who was sick; and some one said to her, "You must pray for him often." But prayer was something for night and morning, and associated in the little mind with considerable ceremony. How could anyone pray often? One might be out of doors, or with company. "But I would have to kneel down and begin "In the Name of the Father." When assured that she could say a little prayer in her heart at any time, and without any formalities, the tiny face brightened, and at once she expressed her heart's wish in a way which must have gone straight to the Heart of Him from Whom all fatherhood is named.

If only we would familiarize the eyes and minds of the little ones, ever before they go to school with the sacred pictures, which can be had now of artistic excellence and at reasonable prices, and accustom them to thinking of God and the Blessed Mother, the Saints and the dear Guardian Angel, not as far off and fearful, but as love and near-at-hand assistance, more than half the battle were won; and the children brought thus early and pleasantly to God, would not be likely to stray far from Him in later years.

The Altar, Vestments and Sacred Vessels Used at Mass.

REV. T. J. O'BRIEN, BROOKLYN, N. Y.

[AN EXPLANATION FOR PUPILS.]

1. The *Altar* is the holy table on which the priest offers the Holy Sacrifice of the Mass. The altar-stone, containing relics of the martyrs, is consecrated by the bishop, and represents Christ; "and the rock was Christ." 1 Cor. 10: 4. The altar is built in the shape of a tomb, because in the early Christian times the tombs of martyrs were used as altars. It is covered with three linen cloths to indicate the purity befitting "the clean oblation" announced by the Prophet Malachias. Mal. 1: 2. Between the Offertory and the Priest's Communion in the Mass, a square piece of linen, called the *Corporal*, on which the Body of Christ rests, is spread over the altar cloths.

2. The *Crucifix* upon the altar or tabernacle reminds us that the altar is a new Calvary, where the sacrifice of the Cross is renewed in an unbloody manner.

3. *Lighted Candles*, as tokens of Christ, the light of the world, and of the Christian's faith and joy through Him, are required for the celebration of Mass. At a priest's mass, two candles are used, at a bishop's four, and at High Mass six or more.

4. The *Missal*, or Mass-book, contains the prayers that are said in the Mass. These prayers include the Ordinary of the Mass, and the Introits, Collects, Epistles, Gospels, and Postcommunions for the Sundays and festivals of the year.

5. The *Chalice* and *Paten*, made of gold or silver, are consecrated by a bishop, and are used in the Mass for offering the bread and wine, and after the Consecration hold the precious Body and Blood of Christ. During Mass, the cup of the chalice is covered with a small square piece of linen called the *Pall*. The *Ciborium*, a vessel resembling the chalice, contains the

Sacred Hosts in the Tabernacle, and is used when giving Holy Communion. The *Monstrance*, or *Ostensorium*, is the sacred vessel used at Benediction of the Blessed Sacrament. The *Thurible*, or *Censer*, is used for incensing at Solemn High Mass, Vespers, and Benediction. The incense is symbolical of prayer: "Let my prayer, O Lord, be directed as incense in Thy sight." Ps. 140: 2. It is also used as a mark of honor for the priest, as Christ's representative.

6. The *Tabernacle*, prefigured by the ancient tabernacle of the Jews which contained the loaves of proposition and the Ark of the Covenant, is raised upon the altar, and before it, when the Blessed Sacrament is within, a sanctuary lamp is kept burning.

The Vestments.

The vestments worn by the priest celebrating Holy Mass are six:

1. The *Amice* is a white linen veil, which the priest puts on over his head and shoulders. It represents the veil with which the Jews covered the face of Jesus when they struck Him.

2. The *Alb* is a long white linen garment which reaches to the feet of the priest. It represents the white robe that Herod in mockery put upon our Lord.

3. The *Cincture*, or *Girdle*, is the cord tied about the waist to hold up the alb. It represents the cords with which Christ was bound.

4. The *Maniple*, worn on the left arm, represents the chains put upon our Lord, and also the handkerchief with which Veronica wiped His face.

5. The *Stole* is a narrow band which hangs down from the neck and is crossed on the priest's breast. It represents the cords with which our Lord's neck was bound after His condemnation. It is also the distinct sign of the priestly office, and is used in many other ceremonies and blessings.

6. The *Chasuble*, or outer vestment, covers the body of the celebrant and represents the garment with which Christ was clothed in Pilate's court. The large cross upon the chasuble reminds us of the cross placed upon Christ's shoulders. At Solemn High Mass, the Deacon and Sub-deacon wear vestments, called *Dalmatics*, which resemble the chasuble worn by the celebrant of the mass.

Colors of the Vestments.

The Church uses in the Mass five colors, *viz.*:

1. *White*, symbolic of innocence and joy, is used on most feasts of our Lord, the Blessed Virgin, the angels, and the saints who were not martyrs.

3. *Green*, symbolic of hope and the desire of Heaven, is used on the Sundays after Epiphany and after Pentecost, and on ordinary days on which no special feast is celebrated.

4. *Violet*, symbolic of penance and fasting, is used in Advent and Lent, and on vigils and the Ember days.

5. *Black*, symbolic of death and darkness, is used on Good Friday and in masses for the dead. The white used in connection with the black vestments, indicates the hope of eternal light for the soul in the darkness of purgatory.

The vestments and their colors have also a significance for priest and people. Thus, the *Amice* denotes divine hope; the *Alb*, innocence of life; the *Cincture*,

purity and chastity; the *Maniple*, patience in suffering; the *Stole*, the sweet yoke of Christ's law; the *Chasuble*, the virtue of charity, which should cover all other virtues. Again, the *White* reminds us that we are called upon to lead pure and holy lives; the *Red*, that we must live by divine charity; the *Green*, that we should put our hope in Heaven; the *Violet*, that we must do penance for our sins, and the *Black*, that we must die, and that during life we should pray for the dead.—

[Next month we will present an explanation of the parts of the mass.]

Tangible Incentives to the Study of Christian Doctrine.

REV. A. A. LAMBIN.

[Continued From November.]

The question of rewards or premiums is one that is surrounded with many and serious difficulties, and is one, too, upon which there is great diversity of opinion among educators. I do not propose to treat the subject exhaustively, but merely to say so much as will enable teachers to take a broader view of it, and, by a knowledge of both sides, to act without imprudence, and without exposing themselves to the danger of committing errors that might be detrimental to the children, or might weaken their respect for the teachers, and thus contract their sphere of usefulness.

The following is a brief summary of the arguments for and against premiums. In favor of them it is said: 1. That long-continued experience has shown that premiums are useful; if not, it would be impossible to account for the universal custom of awarding them in every species of competition. 2. The hope of winning a prize increases the interest of the young in study. 3. It promotes useful competition. On the other side it is urged: 1. That the pursuit of the prize causes the pupils to lose sight of the higher motives of study. 2. That the benefits to be derived from the awarding of premiums are necessarily confined to a few. 3. That there is great difficulty in awarding them justly. 4. That unkind and jealous feelings are apt to arise among those who contend for the prize. 5. That the prize is a factitious and arbitrary reward for diligence in study, or propriety in conduct. Having thus stated the arguments, I shall leave teachers to draw their own conclusions, warning them, at the same time, not to be too precipitate in doing so. For my own part, without wishing to make light of the opinion of others who may differ from me, I maintain that, notwithstanding the seemingly insurmountable difficulties attending the awarding of premiums, they are yet necessary for the younger portion of the children, and especially in Sunday school; but, in the awarding of them, the following should be observed, in addition to what has been said at the beginning of this chapter:—

1. The teacher should scrupulously fulfill the promises he makes to the children; both because he should instruct them by example to esteem their own word as sacred, and also because they will expect him to keep the promises he has made, and will be disappointed, and lose part of their respect for him, should he fail to do so.

2. There should not be a regular system of premiums established. It would entail unnecessary expense, would by its sameness soon lose its efficacy, and the

children would, ere long, demand the premiums as a matter of right, rather than a mark of the teacher's good-will. The children should never be permitted to forget that they are debtors to the teacher, not the teacher to them. And those who have the care of children should, on their part, never lose sight of the fundamental principle, that children want, and must have, variety in everything. Of themselves they seek it in the plays which, with them, are altogether arbitrary.

3. Premiums should reward, not proficiency only, which depends, to a great extent, upon the gifts of nature, but also punctuality in attending and becoming deportment in class, which are within the reach of the least talented among the children, and are, in a certain sense, as valuable as knowledge.

4. Premiums should not only be awarded impartially, but should, if possible, be of such a nature that the teacher may give them without even exposing himself to the suspicion of favoritism.

5. Finally, with the younger children, premiums should be given more frequently, and consequently be of less value than with older ones.

In their distribution, premiums may be divided into three classes: a valuable premium, given at the semi-annual examination to the best one among all the children of the male department of the school; a premium of less value awarded to the best child in each class at the same or at another examination; and the pictures or rewards of merit given to the members of the prayer-classes.

Points on Teaching from the Writings of a Great Educator.

BY BROTHER ADJUTOR, F. S. C.

[The following article is adapted from the excellent work of Frere Achille, of Belgium, an educator of international reputation.]

Teaching is the methodical transmission of knowledge by word and example. It is evident that we cannot impart to others that which we do not ourselves possess. Hence instruction is the first qualification demanded of a teacher. By instruction we mean here real, positive knowledge which the intellect has fully assimilated, which it comprehends and retains, which it can apply and explain and cause to be applied and explained by others.

Teaching is methodical when it conforms to the general and the special rules of methodology. Of these the teacher should make a profound study, since they are the rules of his professional specialty. From this study, he will learn that there are but two gateways by which he may find entrance to the mind of the child to introduce therein that which he may wish to communicate—the eye and the ear.

In all teaching, religious, moral, literary or scientific, that which holds the first place, which speaks to the eye and leads irresistibly to imitation is the fruitful force of good example. Now, in every case, good example is the result of good habits which have become a second nature impelling one to speak and to act at all times in conformity with the laws of truth, goodness and beauty.

While the teacher acts upon the sole of the child by means of good example, he ought at the same time to

reach his mind through the medium of the ear by clear, elegant and even eloquent speech. The art of speaking, so necessary to him who would teach with effect, can be acquired only by frequent preparatory practice, and must be the result of long continued habit. What, indeed, is language but the expression of thought by speech and by writing? All language consists of thought, speech and writing. Now, these are habits which are not acquired without effort. It is only by thinking that we learn to think, by speaking that we learn to speak, by writing that we learn to write.

Let the young teacher, then, acquire the habit of right thinking by solid and well-digested reading, by the practical application of that which he has studied, by careful preparation of lessons and by daily meditation. Let him endeavor to increase his vocabulary by a special study of words in all their forms and kindred relations. Let him vary his phraseology by expressing a thought or a selected sentence in every possible form, beginning in turn with each of the principal words. Let him then give his attention to special exercises in diction and acquire the habit of expressing his thoughts at all times with precision and unaffected elegance.

We must here call attention to the fact that the teacher's habitual style of speech is the best language-lesson that he can give to his pupils—a lesson which nothing can replace, extending as it does to every subject taught from the opening to the close of each school day.

Thus prepared, the teacher will have mastered the general principles of a good lesson which he will have but to put into practice by adapting them to the particular subject to be taught, without, however, losing sight of the fact that in order to attain the two-fold end of teaching—instruction and education, simultaneous teaching by word and by example is absolutely indispensable. The former enlightens the mind of the child by giving a meaning to actions, since it makes known their source, their end and the means by which this end is attained.

Good teaching is that which attains its end. It is teaching which, by a proper exercise of the pupil's faculties, imparts a theoretical as well as a practical knowledge of the matter taught. This last is the best of a good teacher. By this he shows that he knows how to observe, to think, to speak and to act, and that he knows how to make his pupils observe, think, speak and act.

The end of each individual lesson, like that of teaching in general, should be two-fold. It should have a pedagogical or educative end—the harmonious development of the faculties by well-directed exercise, and a utilitarian or instructive end which consists in giving to the pupil a relatively perfect knowledge of the matter taught.

Let us begin with the educative end of teaching and point out the duty of the teacher to each faculty of his pupil, if he would labor effectively for the complete and harmonious development of all.

The three great primary powers of the soul are *sensibility, intellect and will*.

Sensibility is the faculty of receiving pleasurable or painful impressions and consequently of loving or hating that which causes them. Considered in its relation to the mind or to the heart, it is *perceptive* or *affective*. It is perceptive when it solicits the intellect, whose neces-

sary object is truth, and thus becomes the principle of ideas or knowledge. It is affective when it moves the will by a sentiment of pleasure and becomes a principle at once of violations, or resolutions, and of actions.

Sensibility is immediately and necessarily related to the other two great primary faculties of the soul with which it contributes to form a trinity of powers in a unity of substance.

It is, in turn, subdivided into three distinct forms:

1. External or physical sensibility exercised by means of the external senses and having for its object the world of sense.

2. Internal or moral sensibility, which relates to the soul considered in itself, in its states, its faculties and their operations and, by analogy, in its relations with the soul of our fellow-man. Its function is to aid that internal sense to which we sometimes give the name of consciousness. 3. Finally, intellectual or rational sensibility which acts through reason applied to the knowledge of God and his attributes, to general and necessary truths and, by inference, to the souls of other men.

The well ordered exercise of the triple sensibility procures for the pupil three kinds of pleasure. The first form of this faculty is put into play by the activity of the external senses chiefly by means of those methods of teaching called *intuitive, figurative and descriptive*.

The second is excited to action by the teacher's tone of voice, his sympathetic and insinuating manner, by praise judiciously bestowed, and by the hope of some special reward for his labor. The third is pleasurable affected by the delight which the acquisition of new knowledge affords to the mind.

These manifold enjoyments will inspire the pupils with a love for their teacher and their school, together with a desire by the lessons given.

Another moral faculty must be added to that of sensibility—the will, which includes activity and freedom. The will of the child is the mainspring of his education and instruction. It must be tempered by well-directed and continuous daily exercise, since every faculty depends for its development upon just such exercise.

Let the teacher do his utmost to induce each pupil to will strongly to attend to the lesson given. To accomplish this he will find in a judicious exercise of the triple sensibility an initial stimulus which will do much to determine the pupil's will by directing its free action to that which is pleasurable, which procures legitimate enjoyment.

The intelligent faculties are: Attention, consciousness, perception, judgment, reasoning, imagination and memory.

Attention is concentration of the mind upon an object of thought to the exclusion of all others. It is directly controlled by the will and includes observation and reflection, the former exercised by means of the external senses, the latter by means of consciousness. The senses are held captive and the mind is fixed upon the subject of the lesson if, as we have already said, the teacher is skilled in the use of intuitive, figurative and tabular methods.

Reflection which follows observation is the act by which the soul turns back upon itself and beholds itself and its own thoughts with the eye of consciousness.

Observation and reflection combined generate perception—the formation in the mind of exact and clear ideas which should never be separated from the words which represent them. The intellect and memory of the child may be well stored with ideas and words by a skillful use of the etymological method by which a series of ideas and words may be associated with a single term.

Reflection which is necessary to the acquisition and clearness of ideas, requires the concurrent action of judgment, reasoning, imagination and memory. These four faculties are actively and energetically exercised by means of the Cocratic method which, by adroit questioning leads the pupil to discover for himself or to repeat that which the teacher may have said or recalled by the dogmatic method. Questions calling for the exercise of judgment are such as require an expression of the relations existing between the ideas compared. Questions calling for the exercise of reasoning are such as imply a seeking for causes and effects.

Reproductive imagination, acted upon by means of intuitive and figurative methods, will next be called upon to render an account of the impressions by a graphic reproduction or a verbal description of objects seen, while the creative imagination, aided by the intellect, should produce new applications of the matter explained, first during the lesson and afterwards as a written exercise. Then the memory, rightly called the treasury of the intellect, with the aid of association of ideas, stores up the knowledge thus acquired for future reproduction.

In every lesson, be the subject what it may, every faculty, may be exercised. Conscience may be exercised, since the pupil must ask himself if he understands, remembers and can apply the matter explained. Again, he should be led to reflect upon his actions and shape his daily conduct according to the moral teachings which may be drawn from the lesson, as well as by the practical application with which it should terminate.

Finally the aesthetic sense, a faculty in which sensibility and judgment are combined, enables us to distinguish the beautiful from the ugly in the material order, the intellectual order, the moral or religious order, should receive none but favorable impressions—impressions which tend to edify and elevate.

Every detail of the lesson should contribute to this end: the neatness of the classroom, the orderly arrangement of everything therein, the dress of the teacher, his deportment, his choice of language, his work at the blackboard, etc., etc.

All the faculties of the soul thus exercised simultaneously or successively, will receive a complete and harmonious development, especially if the teacher makes use of such a method as we have indicated. By degrees each faculty will reach the highest degree of development of which it is capable, while at the same time, the utilitarian end of teaching will be more surely attained by this way than by any other—if, indeed, there can be any other in strict harmony with right reason.

This utilitarian end consists in imparting such a theoretical and practical knowledge of the matter taught that, at the close of the lesson the pupil can say: "I know because I understand and remember the lesson. Of this I am positive, because I can apply it."

As all have not equal powers of memory and understanding, it follows that theoretical knowledge will vary

with the mental calibre of the pupil. It is not enough that the subject matter be memorized. The pupil must first be made to understand that which he is to remember. Now the Socratic method which we have shown to be the best method of mental culture, is also the best means of making understood that which is to be taught. However, the teacher must know how to use it properly. It would be an abuse of this method to require the pupil to answer questions which are beyond their powers, which are too difficult or which require long investigation—in a word, questions which are not adapted to the degree of their mental development.

This method will lead at once to a clear understanding of the matter in hand.

The memory should then fulfill its office. Thanks to the powerful aid which it will have received from each of the other faculties in turn, its role will be an easy one. In fact, it will have to retain not mere words which would very soon escape it, but ideas comprehended, judgments formed, reasonings grasped, which will fix in mind the formulas by which they will have been expressed. This will be greatly aided by association of ideas by means of synoptic tables in connection with recitation, individual or in concert, and a brief review at the end by way of recapitulation.

Every lesson must be followed by a well chosen practical application in order to fix the matter in the memory of the pupils, to make him, as it were, lay his finger on the fundamental principle, and to throw light on certain points not yet perfectly understood—in a word, to train him to the habit of applying rules and so attaining the practical or utilitarian end of teaching.

The Parent Problem.

M. H. Carter, writing in McClure's, says:

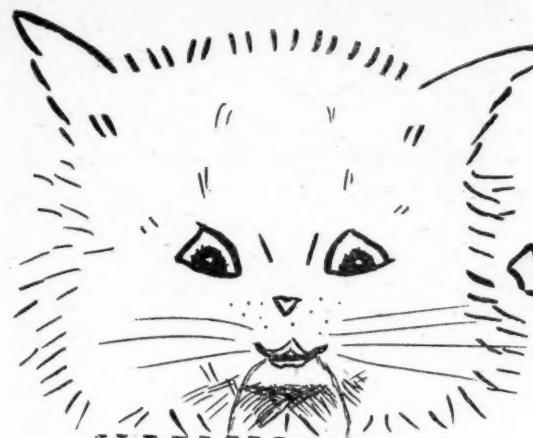
"If you have never taught school, you probably imagine that the most important problems in education consist in the solution of such questions as the relation of the state to the schools, the secularization of the schools, and the application of correct principles in the instruction to the development of the child. I did, once.

"Then I began to teach. At the end of the year I knew that The Problem, the all-pervading, all overshadowing Problem, was The Parent. Weekly, sometimes daily, was my ingenuity taxed to its utmost to meet, and if possible vanquish, the indifferent parent, the inconsiderate parent, the meddlesome parent, the fond parent, the proud parent, the ignorant parent, and the enlightened parent, but in the end the parent prevailed."

*** Words of praise or commendation from the AVE MARIA are always greatly valued by the recipients, because of the well-known ability and sincerity of the Rev. Editor, and the high standing of his publication. We are pleased to find the following in the Dec. 3rd issue of that excellent weekly:

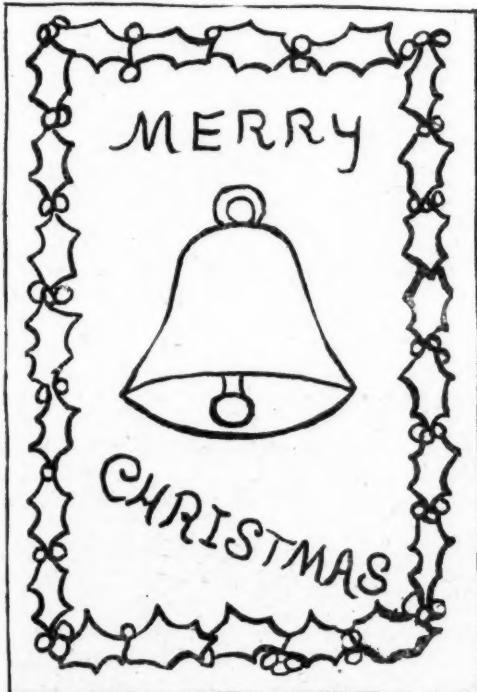
"A leisurely examination of the Catholic School Journal, of Milwaukee, Wisconsin (November issue), prompts the remark that it is a publication likely to prove genuinely useful to teachers, parents, and all others having to do with the intellectual training of the young."

Christmas Work

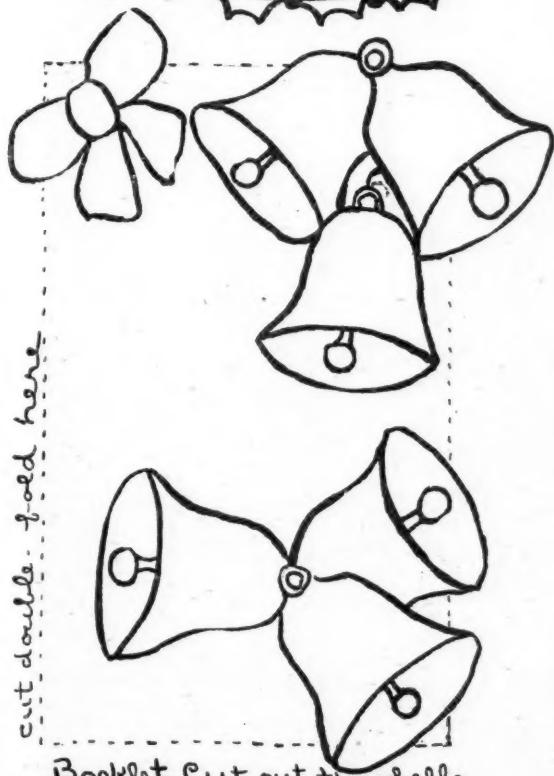


Sandpaper.

Match scratcher.



Blotter cover.

A
MERRY
CHRISTMAS

cut double fold here

Booklet Cut out the bells
along the edges. color
and tie with ribbon.

Laura Rountree Smith



Port Folio.



December Handicraft

[The following construction exercises are published by permission from "Busy Hands; Construction Work," published by A. Flanagan Co., Chicago. The book of 160 pages contains illustrated work for every month in the school year. Every primary teacher should send 60 cents for it.]

Handkerchief Case

Material: Cream-colored paper 6x14 in.; colored paper 9x11 in.; scissors, ruler and one yard of baby ribbon.

Place the cream-colored paper on the desk with the long edge toward you.

On the long edge, $1\frac{1}{2}$ in. from the upper right-hand corner, make a dot.

The same distance from the lower right-hand cor-

ner, on the long edge, make another. Connect the dots with a line.

On the long edge, $1\frac{1}{2}$ in. from the upper left-hand corner, make a dot.

The same distance from the lower left-hand corner make a dot on the long edge. Draw a line joining the dots. (Fig. 1.)

Make a row of dots $\frac{1}{2}$ in. apart across each short edge, and join the dots with lines (Fig. 1), and cut the paper into half-inch strips.

Place the colored paper on the desk, long edge toward you. On the short edge, $1\frac{1}{2}$ in. from the upper right-hand corner, make a dot. The same distance from the upper left-hand corner, on the short edge, make another, and draw a line connecting the dots.

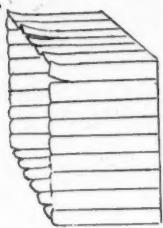


Fig. 3



Fig. 4

Basket

December Christmas.

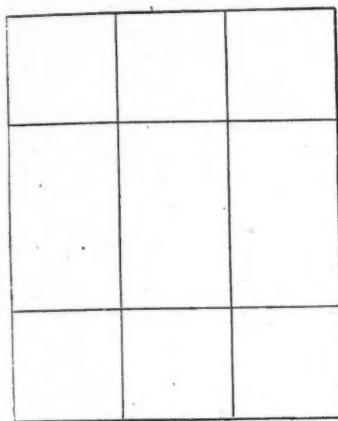


Fig. 1

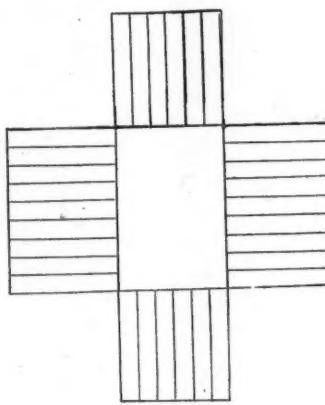


Fig. 2

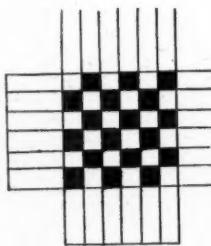
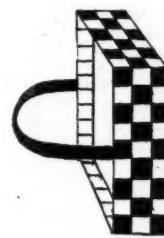


Fig. 3

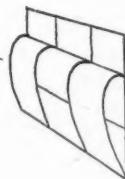


Fig. 4

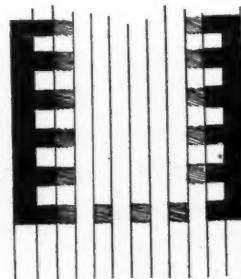


Fig. 5

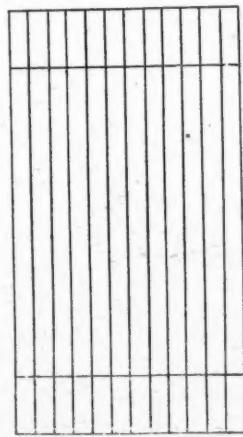


Fig. 1

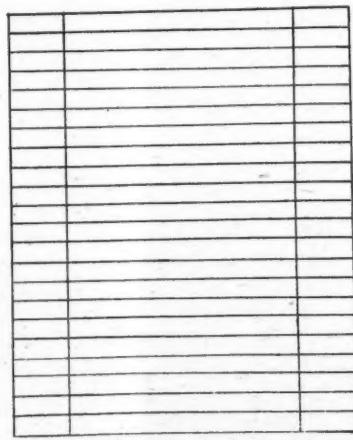


Fig. 2

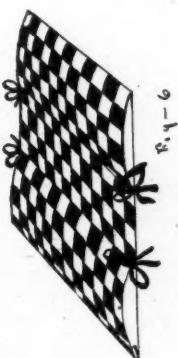
December Christmas
Handkerchief Case

Fig. 6

On the short edge $1\frac{1}{2}$ in. from the lower right-hand corner, make a dot. The same distance from the lower left-hand corner make a dot on the short edge. Draw a line connecting the dots. (Fig. 2.)

Make a row of dots $\frac{1}{2}$ in. apart across each long edge and join the dots with lines.

In weaving the cream-colored strips are lengthwise and the colored strips are all cross-wise.

Cross a white and a colored strip of paper where the pencil line crosses the strips. Add strips inside of the first two, weaving over and under, as in Fig. 3.

When all the strips have been woven turn the $1\frac{1}{2}$ -in. ends all down on one side. Weave these ends in under the strips in the main weaving. (Figs. 4 and 5.)

When the little ends are all fastened in, turn the two short ends of the mat back. Fasten them within an inch of each other with ribbon. (Fig. 6.)

The ends should be fastened to the under part, not to each other.

Match-Scratcher

Material: Cardboard $5\frac{1}{2} \times 8\frac{1}{2}$ in.; pattern of cat (Fig. 1); sandpaper, watercolor paints or colored chalk, paste and scissors.

Color three-quarters of the cardboard blue and one quarter green.

Paint a brown post ($\frac{3}{4} \times 6$ in.) at the right-hand side.

Place the pattern on the sandpaper, mark and cut out.

Paint the cat black. (Black sandpaper may be bought.) Paste the figure upon the cardboard so that the paws rest on the post and print below:

Basket

Material: White paper $9 \times 10\frac{1}{2}$ in.; four strips of colored paper $\frac{1}{2} \times 17$ in.; scissors and paste.

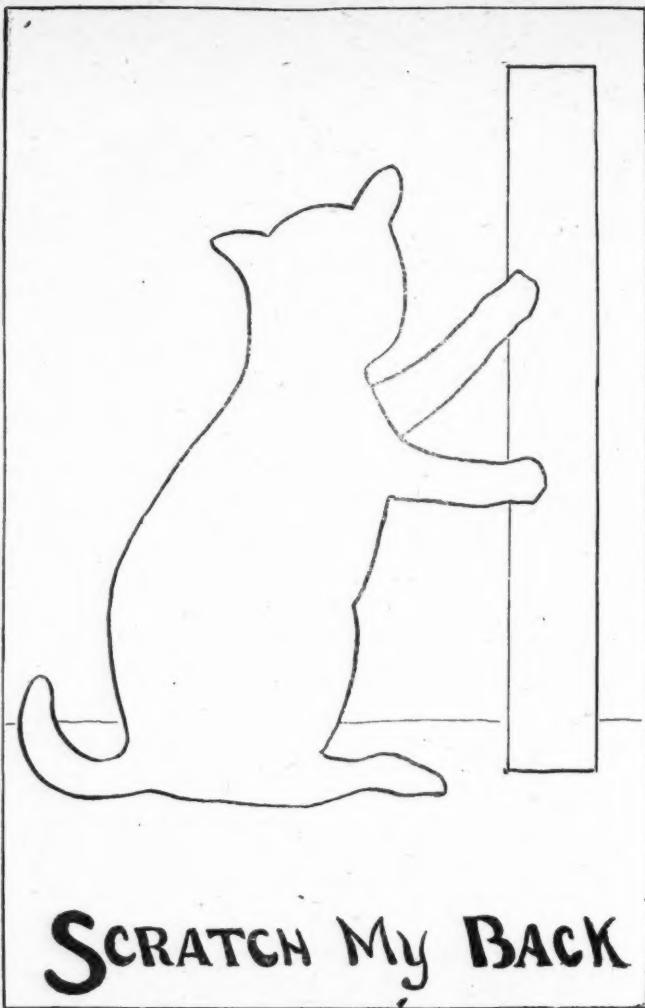
Place the paper on the desk, long edge toward you. Three inches from the upper right-hand corner, on the long edge, make a dot; three inches from the lower right-hand corner, on the long edge, make another. Draw a line connecting the dots.

Three inches from the upper left-hand corner, on the short edge, make a dot, and three inches from the upper right-hand corner, on the short edge, another. Draw a line connecting the dots.

Three inches from the upper left-hand corner, on the long edge, make a dot, and three inches from the lower left-hand corner, on the long edge, another. Draw a line connecting the dots. (Fig. 1.)

Cut out the squares in each corner. (Fig. 2.)

Make dots $\frac{1}{2}$ in. apart on each side of the center rectangle. Connect these dots with the outside edges by parallel lines. There should be nine little rec-



SCRATCH MY BACK

tangles on each of the long edges, and six on each of the short edges. (Fig. 2.)

Cut each line just drawn and bend the strips up as in Fig. 3.

Over and under these strips weave the long colored strips.

Weave one strip around the basket until the two ends meet and paste together.

Weave the second strip in reverse order to the first one, and the third in reverse order to the second, so that the side of the basket will look like Fig. 4.

When the three strips are woven in there will be an inch of the upright pieces left free at the top. Turn each little piece down even with the last strip of colored paper, and paste inside the basket.

Paste the other colored strip on for a handle. (Fig. 5.)

Life is a leaf of paper white
Whereon each one of us may write
His word or two and then comes night.
Tho thou have time
But for a line, be that sublime;
Not failure, but low aim is crime.

—J. R. Lowell.

Number and Arithmetic

Teaching Primary Arithmetic-- III.

SUPT. J. M. GREENWOOD, KANSAS CITY, MO.

In the second year the work is given a broader meaning, and it is extended in all directions, using whole numbers and fractions indiscriminately.

As was just stated, the work takes on a broader meaning in all directions, and it is in the second and third grades that the skillful teacher will continue to work on the foundation of this subject. Some time during the second year, certainly not later than the beginning of the third year, is the time to begin teaching the pupils percentage, which is no more than the introduction of a new word. Some call it the relation of one number to another, but I prefer to use percentage and relation as the problem or the question demands. As has been already explained in the first year's work, the pupils have learned and retained what part, say, "6 inches is of 12 inches;" also what part one small number integral or fractional, is of another related to it. To illustrate, if the teacher says, "12 inches is 100 per cent of itself; what per cent of 12 inches is 6 inches?" the answer "50 per cent" is given. Again, "If 10 be 100 per cent of itself, what per cent of 10 is 5?" These will be sufficient to show how the word per cent is introduced, and it is also evident that the pupils have the idea which has been reached previously.

Pursuing this thought further, using the foot-ruler, the question may be indefinitely extended, as: 3 inches is what per cent of 12 inches? 3 inches is what part of 12 inches? 4 inches is what per cent of 12 inches? 4 inches is what part of 12 inches? 8 inches is what part of 12 inches? 8 inches is what per cent of 12 inches? 9 inches is what part of 12 inches? 9 inches is what per cent of 12 inches? 1 foot is what part of 1 yard? 1 foot is what per cent of 1 yard? 2 feet is what part of 1 yard? 2 feet is what per cent of 1 yard? 3 feet is what part of 1 yard? 3 feet is what per cent of 1 yard? 4 feet is what per cent of 1 yard? 4 feet is what per cent of 2 yards? and so on.

The measures in liquid measure afford excellent drills in percentage by this method of comparison, and the idea of parts of one thing being such a per cent of another with which it is compared—a rational plan of building up the right kind of a body of arithmetical knowledge in the child's mind is pursued.

The skillful teacher will use various kinds of devices in addition to what I have mentioned in the way of weights, measures and so forth. Lines, squares, rectangles, all present strong illustrations to the eye, and since some children need to see facts pictured vividly, they are helps to the constructive imagination of many children.

From what has preceded the children can now add,

subtract, multiply and divide simple numbers, whether they are integral or fractional. To show how they work at it I will ask the pupils to add $2\frac{3}{4} + 3\frac{4}{5}$. This is the way they go about it: "2-3 are equal to $8\frac{12}{12}$ of a foot; 3-4 to $9\frac{12}{12}$ of a foot; $8\frac{12}{12}$ and $9\frac{12}{12}$ are $17\frac{12}{12}$ of a foot, or 1 foot and $5\frac{12}{12}$ of a foot."

But if this question be to divide $2\frac{3}{4}$ by $3\frac{4}{5}$ the preparatory process of reduction is the same, except that the result is $8\frac{12}{12} \div 9\frac{12}{12}$, or $8-9$. If it be to subtract $2\frac{3}{4}$ from $3\frac{4}{5}$, then it is to take the difference between $9\frac{12}{12}$ of a foot and $8\frac{12}{12}$ of a foot, or $1\frac{12}{12}$ of a foot.

Instead of chaotic addition the children, after working with simple numbers, should be taught to combine numbers in a systematic manner. I will illustrate this by using 6+7. The dominant thing here is to teach that whenever 6 and 7 are added, or 7 and 6, the first figure is 3. How shall this notion become automatic? Thus $6+7=13$; $16+7=23$; $26+7=33$; $36+7=43$, and so on. The mind centers itself on the first figure, 3, so that whenever the learner adds 6 and 7, or 7 and 6, 3 comes up.

So it is for any other two digits, as: $8+9=17$; $18+9=27$; $28+9=37$; $38+9=47$, and so on. The idea while working on 8 and 9 is to get 7.

Instead, therefore, in drilling chaotically on random groups, better results are obtained by fixing one thing at a time, and fixing so well that it sticks, than to fit from one combination to another without making a lasting impression.

The pupil should always start with what he already knows, and add to this stock something new each day, tho it may be only a very little. Progress never comes from keeping children marking time on what they already know. Each lesson, with previous knowledge as a starting point, should lead out to something else. Pupils should be quick, accurate in all combinations of two digits. They should, by the middle of the second year, be able to tell instantly the sum of, say, "46 and 38." Accurate perception and quick computation should characterize all their work.

The attitude of mind with which the pupil should come to his work and keep at it is that of concentrated attention on what is done or being done. He should not be too quick, but quick. His mind should swing out to its full length. It does not hurt children to let them work. Keep them in the spirit to work. Give them power to attack new problems. Strong teachers will always make pupils quick, accurate, thoughtful.

The idea that there is any one way or method to teach arithmetic, or any other subject, is an assumption and nothing more. As much as can be asserted with safety is that illustrations should be employed long enough to enable the pupils to understand the rationale of the process and then pass to the abstract and mixed work. Illustrations, helps, concrete objects, thing-arithmetic, may entirely overdo and suffice the child's activity and weaken his curiosity. Too much is far more dangerous than too little. When a pupil has once learned one thing tolerably well it is time to begin something else. There is just as much danger in undershooting as in overshooting in school work.

Language and Reading

Language Work in Intermediate Grades

CLARA ROSENBERG AND INA B. POWLESLAND IN N. Y. TEACHERS' MONOGRAPH.

Punctuation

Statements.—Give me some fact about each of the following things: Caterpillar; grapes; the sun; the dew; the leaves; the butterfly. Teacher writes sentences on the board as the children give them. What do we call each of these groups of words? A sentence. What is a sentence? What does each of these sentences do? Tells something. What kind of sentences are they? Telling sentences or statements. What does each statement begin with? What mark is placed at the end of each statement? Place a period at the end of every statement.

Questions

1. How many petals has the apple blossom? 2. Do foxes like grapes? 3. Do you know why the aster is so called? 4. Why do the bees visit the flowers? 5. When do we have our shortest day? What does each of the above sentences do? It asks a question. What does each question begin with? What mark is placed at the end of each question? Have pupils ask questions about objects in the room and write these questions on paper.

The Game of Questions

In this game one player thinks about some object in the room. The others question him to guess what he is thinking about. All the questions must be such as may be answered by yes or no. After oral exercises have the pupils write questions. Write questions about these objects: Your pencil; your desk; your book; your ruler; the weather; the lesson; recess; vacation. Choose some other pupil to answer each of your questions.

Unbroken Quotations

1. The boy said, "The grapes are sour." 2. John said, "I have lost my knife." 3. "I have found it," cried Robert. 4. "What did you do all summer?" the ant asked. 5. "I sang all summer," the grasshopper replied. What are the boy's exact words in the first sentence? What are John's exact words in the second sentence? When anyone uses, in speaking or writing, the exact words of another, these words form a direct quotation. Every direct quotation is enclosed in quotation marks. What mark separates "the boy said" from the rest of the sentence? With what kind of a letter does each quotation begin?

A quotation: (1) begins with a capital letter. (2) is enclosed in quotation marks. (3) is separated from the rest of the sentence by a comma. If the quotation be a question or an exclamation the interrogation point or the exclamation point follows it. The punctuation mark following a quotation is included within the quotation

marks. Write a sentence in which you repeat the exact words of another pupil.

Dictation Exercise

The Ant and the Grasshopper.

One winter day a hungry grasshopper went to an ant to get something to eat. She knew that the ant had worked all summer, and had stored away a good supply of food.

"Good morning, friend Ant," said the grasshopper.

"Good morning, neighbor Grasshopper," replied the ant.

"It is a cold morning," said the grasshopper.

"A very cold morning," answered the ant.

"I am very hungry," hinted the grasshopper.

"I am sorry," returned the ant.

Said the grasshopper, "I have no food."

"Why not?" asked the ant.

"I had no time to get any," replied the grasshopper.

"What did you do all summer?" the ant asked.

"I sang all summer," the grasshopper answered.

"Then you must dance all winter," said the ant.

"Those who will not work should not eat."

How Names Are Written

My name is Helen Louise Watson. My sister's name is Kate Watson. My brother's name is James Dwight Watson. Look at the names which are written above. With what kind of a letter does Helen begin? Louise? Watson? Kate? James? Names of persons begin with capital letters.

Written Exercise

Write your full name. Write the names of three pupils in your class. Write the names of three other persons whom you know. Write the names of three persons of whom you have read.

Spelling

The idea of using boxes of printed letters is not new to teachers in the primary grades, but the following suggestion may prove helpful to teachers with younger children.

Beginners often have trouble in correctly placing the printed forms of the letters while looking at the written lists of words on the board. A little preliminary drill will save many mistakes. Print the alphabet in regular order upon heavy manila paper about 6x9 inches. For seat work let the children match the alphabet from the boxes of printed letters. After this is correctly done give a few lessons in matching printed lists of words made on paper the same size as before given.

The teacher may have enough of this work for a class of twelve or sixteen by making different lists of five or six words on each card, thus giving a different list at each period of this seat work in spelling. Call attention to the b's, d's, p's and q's. Do not require the pupils to spell all the words given in the lists, but use it as seat work before requiring the lists made from the written forms on the board.—Nellie F. Barrett.

Seat Work

In a primary school consisting of three or more classes the teacher is confronted with the problem of supplying instructive and useful seat work to occupy at least two-thirds of the child's time. One of the most useful forms of direct modifying work is the outlining with seeds, but where to get attractive seeds which are large enough for the child to handle easily is the question. A few days ago one of my little tots came to me to show me a few beautiful brown seeds. I recognized them as the seeds of the locust tree. The idea occurred to me instantly and the next day thru the united efforts of the children and myself we had a large box of these seeds nicely cleaned and ready for use in the afternoon's work. These seeds are as large nearly as a navy bean, but are so flat that they do not roll about over the desk. Moral: If you are in need of just the right kind of seeds for outlining go to the locust tree.

Teaching Grammar

PHIN. W. L. BULKLEY IN THE SCHOOL JOURNAL.

Third Period

The third period is the sixth year, or from eleven to twelve years of age, a time when there is a sufficient development of the reasoning power to justify our attempting the near approach to formal grammar. In this year there is need of skill lest one fall into the error of confusing the class by too much abstraction, or, rather, abstruse discussion of relations.

In teaching etymology in the sixth year the order should be: (1) noun; (2) verb; (3) pronoun; (4) adjective; (5) adverb; (6) conjunction; (7) preposition. So far as the interjection is concerned Horne Tooke aptly says: "The neighing of a horse, the lowing of a cow, the purring of a cat, sneezing, coughing, groaning, shrieking and every other involuntary convolution with oral sound have almost as good a title to be called parts of speech as interjections have." Many of the words given in grammars as interjections are only the imperative forms of verbs and hence are abbreviated sentences. However, since we must notice this ejaculation, waste no time on it, call it interjection, refer to it as always bearing its tag (!) and pass on.

The parts of speech need not present very great difficulty, provided the teacher, from first to last,

1. Plan her work carefully.
2. Avoid giving the class the impression, either by look or word, that the task is difficult.
3. Proceed by induction (from the known to the unknown) to the rule.
4. Follow with deduction to clinch the rule.
5. Overcome one obstacle at a time.

Teaching the Parts of Speech

Let us illustrate what is meant by induction and deduction in teaching the parts of speech. Take the second easiest (the pronoun being easiest) and the most difficult, the noun and the preposition.

Take the noun first. What is known here? Evidently the child's own name at least. Very well; let us begin (class all attention; desks cleared for action).

"What is your name?" "My name is James." Teacher writes "James" on board. "What is this, James?" "It is an eraser." Writes "eraser" on board. In this way we proceed till half a dozen or more names are written. Then ask for names of things not in the room. Write them as before. "We have now written several names; we could possibly give enough names to fill this board. There is another work which we sometimes use in speaking of these names. I will give it to you if you will pronounce it after I spell it." Teacher writes slowly "noun." "This is the word used for name. What is a noun?"

Now deductively. "Yes, a noun is a word used as a name. And it is the name of anything we can see." In time it will develop that it is the name of things that we can hear, smell, feel, taste or think of. But these will follow naturally. "Now, who will give another noun?" Start another column; proceed till a sufficient number of pupils have recited to show that it is generally understood. Some one may innocently give "nice" as a noun. A pleasant smile, a little help will show him his error. "Is 'nice' a name?" If he appears undecided try with "Can you see a 'nice'?" "Well, then, remember that a noun is the name of anything that we can see." Thus to the end, when we close by reciting the rule. Take readers and pick out nouns.

After sufficient drill, when the teacher sees that the class is ready for the next step, the idea may be similarly developed that names of persons or places are proper nouns; that all other names are common nouns; that we say "common" because it belongs to every boy, to every man, to every city, etc. The whole difficulty is traceable to the fact that the class does not understand the meaning of the word "common" in general.

Note that it is not necessary to teach the noun in a sentence. The object is accustomed to stand alone as a percept; there is no good reason why its name can not be taught alone as a part of speech. The other parts of speech, as they are necessarily used with other words as concepts, should be taught in sentences.

The Preposition

Now to the preposition. There is no need of puzzling oneself over the many hair-splitting disquisitions made upon the preposition and the conjunction during the last 2,000 years.

Accepting them as parts of speech, it suits our present purpose to state that even at this day there is great diversity of opinion as to how the preposition should be taught. Some writers hoot at the idea of the preposition's having an object; others speak about its object. [Dexter and Garlick, p. 289; Whitney; Maxwell, p. 187.] Some would advise the teacher to give its derivation. [Dexter and Garlick, p. 289.] Others would not do so. [Fitch, p. 245.]

The usual reputable grammar will direct somewhat as follows: "In parsing a preposition it is necessary only to state its object and the relation (adjectival or adverbial) which the phrase of which it is a part bears to some other word in the sentence."—Maxwell's Adv. Gram., p. 200. Dr. Gordy (Prof. in N. Y. Univ.) says: "The study of grammar may also be made to promote

the close study of mind. It is not the physical relations of words to one another that grammar seeks to discover. * * * What, for example, is the force of the conjunctions in the sentence, 'Peas and beans may be severed from the ground before they be quite dry; but they must not be put into sacks till perfectly dry?' If we say that 'and' joins together 'peas' and 'beans' we have either stated an irrelevant truism or we have left the matter entirely unexplained. If the statement means—as it probably does in the mind of many grammar school pupils—that two printed words are connected by a third, it is an irrelevant truism. * * * But if the statement is intended as a description of the fact of consciousness which 'and' expresses it fails to accomplish its purpose. For we do not learn anything about what takes place in the mind when we are told that 'and' connects 'peas' and 'beans.'

"Similar criticism applies to the way in which 'but' is often disposed of. When it is said that 'but' expresses the relation of the first to the second number of the sentence, the question which must be answered is, What kind of relation? Not to raise that question is to permit the pupil to content himself with knowing, or rather feeling, that the thought expressed by the first member stands in some indefinite relation to that expressed by the second; it encourages just that hazy sort of thinking which it is an important object of education to put an end to."

Of this much I am convinced: if grammar be taught in the elementary schools one must not lose sight of the fact that the reasoning power of children even up to graduation is not great. A teacher should avoid trying to force them to see psychical relations that require much discrimination and abstraction. Further, many teachers, even if they comprehend such obscure relations, have not the facility of expressing themselves so clearly as to lead the pupils to see them. In attempting to force the child to a metaphysical conception the teacher will find that it has been forced into a dislike towards the subject.

With regard to the preposition the following should be taught:

1. What words it connects.
2. What it is, then.
3. What its object is (seventh and eighth years).
4. What kind of a phrase "they" forms
5. When possible (rather, practicable) the derivation should be shown and the natural order of prepositions in such sentences as:

What are you thinking of?

Whom did you speak to?

Which did you sit next?

Now to illustrate the teaching of the preposition.

Teacher—"Here is a book." Writes "a book" on the board. "Here is a desk." Writes "a desk" on the board, leaving a blank space between them. "This means nothing so far; there is no relation between these words; they must be connected. Try to make it mean something." Puts in "is." "Does it mean anything now?" "No; there is still something needed. Well, then, let us put the book here (laying it on the desk). What can you say about it now?" Writes "on" in proper place. "Have we complete sense now?"

What word was necessary? What word shows the relation between book and desk?"

Teacher now places the book in the desk. "Where is it now?" Writes the sentence under the other. "What word now shows the relation? Between what words does it show relation?"

Next let the teacher write "The teacher is the table." Let her stand near the table. "Where am I?" Fill in the sentence. "What word shows the relation between 'the teacher' and 'the table'?" Between what two words does 'near' show relation? What does 'near' do? What does 'in' do? "On?" Write: "In shows the relation between book and desk. 'On' shows the relation between book and desk. 'Near' shows the relation between teacher and table."

"There is a word which fits all such words as 'in,' 'on,' 'near.' It is the word (writing slowly) 'preposition.' " Let class pronounce it and spell it. "Place a preposition where we have 'in' ('on,' 'near') and give us the sentence. What then does a preposition do?" "Yes, a preposition shows the relations between words."

To be sure, this is only a beginning. It will be some time, possibly weeks or months, before the class can see the relation shown by more difficult prepositions, like "about" in "He said something about me," or "among" in "She stands among the first in her class, or such as "except," "notwithstanding," "during."

The relationship that is palpable to the senses is the only one which we can hope to have the pupil see at first; all else should be deferred till the seventh or eighth year. Even then we should not expect a very keen appreciation of any except simple physical relations.

To sum up, let this be clear: that, during the sixth year of school,

1. The most that should be expected with regard to the parts of speech is a knowledge of the simpler forms of each.
2. That in acquiring this knowledge the pupil should not be expected to show much development of the reasoning power.

If the pupil has been properly taught up to this point there seems to be no good reason why, during the seventh year of school (or when the pupil is at least twelve years of age), the serious study of a text-book should not be taken up.

In the seventh year there should be such a division of the work as will enable the class to classify and inflect all the parts of speech, differing here from the sixth year in its being a seriation study according to any reputable grammar.

At this period there is much good to be gained from the study of a text-book. "It is definite," says Fitch. "It puts into concise and rememberable form—it focuses, so to speak, much of what is treated discursively in oral lessons. It can be revised again and again until it is understood. Just as oral teaching is the main instrument for awakening intelligence, so book work is the chief safeguard for accuracy, clearness of impression and permanence. We can not do without either. It is, however, the best teachers who are most in danger of undervaluing set lessons from books."

Geography and History

Ways and Highways of Transportation

E. A. M.

River Routes of Asia

Since rivers are nature's highways of transportation, as well as the transporters of fertile soil from the highlands and mountains in which they rise to the lowlands thru which they flow, civilization first developed along the great rivers; and these of Asia, the Hoang Ho and Yang-tse-Kiang of China, the Ganges and Indus of India and the Euphrates and Tigris of Mesopotamia, and Egypt's Nile, have been called the "creators of history."

At present that same thing is going on along the Congo, thru which civilization is trying to effect an entrance into the wilds of Africa; but don't dip too deep into the recent revelations (or accusations, whichever they may be, for Belgian representatives strenuously deny them) of the horrible cruelties attending its introduction, else you may mistrust that the Congo native is finding some of civilization's curses and perhaps none of its blessings.

Uncertain as that may be, it is quite certain that one who systematically studies the river routes of transportation will learn considerable of the history and commercial geography of the countries thru which they pass.

River Routes of Siberia

Turn to the map of Asia and note the comparatively few towns you find in Siberia, tho it is a very rich country. It is by no means the snow-clad desert that many imagine. Coal, iron, graphite, sulphur, copper, lead, tin, mercury, gold, silver, salt and naphtha are some of Siberia's most important metals and mineral resources. Siberian gold nuggets have the reputation of averaging up larger than those in any other part of the world. Around Tomsk, a city of more than 50,000 people, gold and silver and lead and iron mines have long been in operation. Then Siberia has a forest zone, covering 2,000,000 square miles, containing untold riches both of valuable timber and mineral deposits. Northern Siberia has a vast wealth in fur and fisheries. Its southern portion, protected by a range of lofty mountains, enjoys a most delightful climate. Siberia's fertile plains could produce an abundance of food for millions of men and animals.

Why, then, with all its natural wealth, has Siberia so few people?—not yet 6,000,000, according to latest estimates, not as many as live in either one of the states of Pennsylvania or New York. Why? Look at the river routes and find your answer. They run toward the frozen north and their season of navigation is only about six months long. The Obi and the

Irtish are navigable almost to their sources. A canal connects the Obi and the Yenisei north of Tomsk, so that grain and other products of the Yenisei basin can be transported by water to the Russian frontier. The Amur and other rivers of eastern Siberia furnish nearly 9,000 miles of navigation, and for the control of that of the Amur's southern tributaries one of the world's mighty wars is now being waged.

But because Siberia's chief river routes run toward the north her development must wait upon the artificial means of transportation, the railroad; and the great Siberian road was undertaken largely as a war measure and its completion is hastened by the great war now in progress.

China's Great River Route

Turn now to those "creators of history" to the south of the Amur. In the study of China's two great rivers history must go hand in hand with geography; for, judging by the map alone, the student would at once suppose the destructive Hoang Ho or Yellow River, "China's Sorrow," as one of the emperors aptly named it, to be one of the two great river routes of the Celestial Empire; but it is not, for it is usually too shallow to be navigated by other than small boats. Its terrible danger is evidenced by Chinese records showing that it has changed its bed to widely different localities six times, and that it has discharged its waters into the ocean all the way from the mouth of the Pei Ho, that empties into the Gulf of Pechili, down to latitude 34, about half way between the German possession of Kiao Chow and Nanking, where it emptied prior to the great flood fifty-one years ago. The distance between these mouths, measured along the coast around the Shantung Promontory, is about 600 miles. This great river, some 2,700 miles long, has cost China thousands of lives and millions of money for embankments inadequate to wall out its terrible floods, but is comparatively valueless for transportation.

The Yang-tse-Kiang, "Son of the Ocean", a broad and stately stream, one of the greatest rivers in the world, with headwaters far in the interior among the Tibetan highlands, furnishes a river route for ocean steamers of the greatest draft as far as Nanking; other ocean-going steamers can navigate the Yang-tse-Kiang as far as its great rapids, nearly 1,000 miles from the sea; while small boats can ascend some 500 miles farther. Thus can be brought to us the products of interior China; tho the Chinese seem never to have realized the value of this mighty waterway to develop their country's internal commerce, yet it is expected that this is one of the several revelations that are bound to come during the general waking up now in progress in the Celestial Empire.

Of Southern Asia

Of the great rivers that come from the heart of the Himalayas to make India one of the most fertile regions of the globe these three are of the most importance: the Ganges, the Indus and the Brahmaputra.

The Ganges is to India what the Nile is to Egypt. Its sources are high up among the snow-crowned peaks of the Himalayas. It begins its upper course 10,300

feet above the sea, whence it issues from under an immense bed of snow piled up among three mountain peaks from 13,800 to 22,000 feet high. From this vast height it brings such fertility to the plains below that the primitive peoples along its banks thought it came directly from heaven, and so worshiped it, until all Hindu mythology became connected with the sacred Ganges, that affords a great highway for the mighty cities founded upon its banks; for it is navigable for more than 1,000 miles above its delta, that begins 200 miles from the sea, tho above Cawnpore only for river craft to Hurdwar, that ancient city at the head of navigation where 100,000 pilgrims come annually to bathe in the holy water and pay reverence to a footprint of Vishnu. Below Allahabad large vessels can navigate the Ganges, that forms a splendid highway for the commerce of one of the most thickly peopled regions of the world.

Delhi, with more than 200,000 inhabitants, is the first commercial city in the upper Ganges basin and commands the trade between the Indus and the Ganges.

On the northwestern frontier of India at the extreme end of the Himalayas is the famous Khyber Pass, closely guarded now by a strong garrison of British troops, for this is the only point of entrance for a land invasion of India. Thru this deep mountain gorge the earlier invaders of India found their way, but their advancing armies were soon checked by the broad Indus. Thus foreigners came to know this river and gave its name to the land beyond. Tho the Indus is one of the great natural highways of commerce, its navigation is difficult owing to numerous rapids and shallows. One of its tributaries flows thru the famous Vale of Cashmere, whence come the costly shawls that form part of the revenue of the British crown.

The name Mesopotamia means "The Land Between the Rivers" and is the country between the Tigris and the Euphrates, which from the earliest ages of recorded history formed great highways of commerce for mighty cities. Today steamers of light draft ascend the Tigris as far as Bagdad. The Euphrates, 1,750 miles long, is navigable for about 1,200 miles above its mouth. The invasion of that fertile country by modern (mainly German) enterprise, in spite of Turkish lethargy is expected again to place those famous rivers up toward the front rank of the world's great commerce carriers.

Important Cities of the World

ELINOR ALLISON MOORE.

Sydney

By resemblance or comparison Sydney reminds you of other important cities of the world. It is sometimes called the New York of Australia because it is the port of entry or exit for most of her ocean traffic. With more than a hundred miles of water front along its splendid bay Sydney is the terminus of all steamship lines between Europe and Australia.

As Buenos Aires is the rival of Chicago in the meatpacking industry so Sidney is the rival of Buenos Aires

in the wool business. The reason for this is the very old one that good work pays. Each is the commercial center of a great wool producing region; but Argentina's dealers prefer to send their wool unwashed to Europe, saying it crosses the ocean better before it is scoured. Of course they get a lower price for it. Sydney has larger establishments for scouring wool. In its great wool warehouses you will find bales as high as your head. Many European wool buyers go every year to Sydney, Melbourne and Adelaide to purchase their annual supplies.

Sydney's crooked streets remind you of Boston's that are said to have been laid out along cow paths. Those who want to poke fun at Sydney say its streets were planned by a bullock driver who stood at the harbor and threw boomerangs up the hills to mark the streets along the lines of their crooked flight.

Looking at its buildings as you come up its splendid harbor, you might think Sydney an American city did it not lack the skyscrapers of our great towns. Scarcely any of its buildings are more than six stories high. Judging by the good clothes its people wear and the freedom with which they spend their money you might mistake it for a western town in the United States, but their speech betrays them and their business signs and advertisements show their English origin. Their dealers are mongers, some of them. The hardware merchants are ironmongers. Their druggists are called chemists and a drugstore is a chemist's shop. Cloth merchants in Sydney are drapers; and you'll not ask for a dry goods store if you don't want to be directed to a saloon and wonder why what we call wet goods these Australians in derision term dry.

In the number of its inhabitants (451,000 Cram gives it) Sydney reminds you of Lyons, France, or Rome, Italy, if you are given to comparative geography.

Note what makes this great and growing city in this faraway new land with its new industries, one of which is the immense wool trade; for there were no sheep here when Captain Cook made this region known to the world. Now they raise sheep there that look like bundles of wool, for some of them have forty pounds in a single fleece, an incredible amount it seems in this country; but if you attend Sydney's great sheep show you'll find them there with wool that covers their legs to their hoofs and you only see the tips of their ears.

Sydney is the commercial center of an extensive wool-producing region whose output is of excellent quality enormous in quantity for this great sheep-raising section includes not merely Australia but Australasia as its neighboring islands are called, and that produces 100,000,000 sheep which, as Frank G. Carpenter tells us, if driven four abreast along the Equator would form a woolen belt about the waist of Mother Earth.

Sydney's shipping facilities are excellent. It has one of the finest harbors in the world. No expensive dredging to be done there costing millions for harbor facilities, as Buenos Aires and Valparaiso both had to do; for Sydney is situated on Port Jackson, a long slender inlet of irregular form with numerous bays and coves, forming a magnificent harbor so deep that the largest ocean steamers can sail close up to the land and so large that one authority has said "All the ships of the world could anchor there and have room to spare." The entrance to this superior harbor is a natural gateway about a mile

wide called The Heads, flanked by towering rocks that wall out the dangerous ocean waves and furnish safe because quiet waters for an enormous shipping that can lie at anchor in the very heart of the city. Here you find ships from Germany, France, England, the great manufacturing countries of Europe, from Canada and the United States, from China and Japan and India and the islands of the southern Pacific besides many from Africa and South America. Indeed it would be hard to find any place of commercial importance whose ships do not occasionally visit Sydney's magnificent harbor, where the ends of the earth appear to be brought together.

This oldest town in Australasia, founded in 1788 and so just a year older than the present form of our United States government, has untold riches stored away underground as well as around her on land and sea; for Sydney lies in the very center of a huge coal basin whose beds probably pass under the city itself, that furnishes cheap and abundant fuel for her varied manufacturing industries whose output includes all the products of that great pastoral region with which she is connected by land and water, especially boot and shoe making. In addition Sydney manufactures glass, pottery, furniture, stoves, tobacco, wagons, carriages and railway manufactures of various kinds.

With plenty of fuel for factories and the best harbor facilities for the ships that bring her raw materials and take her manufactured articles away, what more needs to be said of Sydney's commercial advantages and possibilities?

A Suggestion to Teachers of History

The time has come for a persistent effort in behalf of a peace sentiment that shall effect something in the world. Nearly a century and a half ago the historian Gibbon wrote:

"So long as mankind shall continue to bestow more liberal applause on their destroyers than on their benefactors the thirst of military glory will ever be the vice of the more exalted characters."

And even now in the dawning of the twentieth century we continue to place special emphasis on the world's soldiers rather than upon her civilians. Are Grant, Sherman and Sheridan American idols because of the slaughter of the Wilderness, the march to the sea and the famous ride in the Shenandoah? Of the Civil War we continue to teach the record of the campaigns and the graphic accounts of the battles.

It is time to be heroic, to eliminate the French and Indian wars, the battles of the Revolution and the campaigns of the Civil War. It is enough to know that our forefathers suffered at the hands of the Indians for a century and more, that our fathers were able to wrest victory from a powerful mother country, and that after four years of struggle the South yielded to the superior force and better conditions of the Union army.

It ought to be considered a crime against humanity to have one question in any school or teachers' examination papers referring to military campaigns and battles, and then the teachers who dwell upon these

phases of history would be forced to confess that they teach these things from bloodthirsty instincts.—A. E. Winship.

States and Capitals

Much is being said nowadays against the old "place geography," and much in favor of the new physical and experimental; but nevertheless there is a great deal of the old kind that our children must know.

For example, they certainly must be perfectly familiar with the states of our country and their positions, the great cities and how they are situated. In fact, they must know their states and capitals.

This comparatively dry subject of geography may be made very interesting, and even exciting, by the following device:

The children study the lesson from the map, so that the relative position of both states and capitals may be impressed upon their minds. They then make a list, carefully noting the spelling and capitalization. As soon as a pupil is ready to recite he is called upon to repeat the states and capitals. If he can do this correctly he is allowed to pass to the board and write them. This he is to do neatly and carefully. In the meantime another recites and passes to the board, and so on until the boards are filled.

The first pupil having a perfect list is appointed as marker. The children then correct the lists, while the marker checks the misspelled words and other mistakes, deducting 5 or 10 per cent, according to the number of words in the lesson.

If the class is a large one the first lists may be erased as soon as marked and the slower pupils take their places until all have had their turn.

It is really surprising how rapidly this may be done, how quickly the children see mistakes and how excited and interested they become.

After the first lesson there will be a great improvement in the spelling, and by the time the southern states are reached the increase in the number of lists marked 100 will be surprising.

Every pupil, even the poorest speller, will be eager to write a perfect list, and will look forward with pleasure to the formerly dreaded day for "political divisions."—Audrey Stevenson.

The average salary of the teachers in a community reflects that community's average sense of the value of teaching to its life, and measures the quality of its desire to educate its young generation. There is many a man who will take his family to the theater or the circus, spending therefor more money in a single day than he pays in whole year for the maintenance of the public schools of his community. He grumbles about the school tax but never raises the question of the theater or the circus tax. It is true that teachers have much to do with educating communities up to a better sense of appreciation for their services. Greater efficiency and superior qualifications in the teachers will go far to call out from the public a better appreciation of the value of their work. On the other hand, the public raises or lowers the standard of teachers and schools in a community by the scale of wages paid.

Nature Study

Winter Nature Study

W. S. JACKMAN.

During the winter season opportunity should be taken to study atmospheric and aqueous agencies that are constantly but slowly changing the face of the earth by means of frost and ice. The action of these may be seen and studied on a large scale if one has a chance to visit a cliff, a river shore, a pond or lake beach, and quarries. One or more of these can hardly fail to be convenient in almost every neighborhood, and, of course, whatever is present should receive the larger share of attention. In lieu of a cliff, however, a stone wall will sometimes make a good substitute; or, what is generally better, the bank of some ditch will show how the water, soaking down and then freezing, loosens masses of earth, which fall off and form a *talus* at the bottom. A small stream, a roadside brook it may be, will often show exactly how a river's banks are clutched by the icy fingers which sooner or later carry away masses of earth, rock and drift and deposit it elsewhere. The ice which forms under a cliff, as will be illustrated by that formed along any steep bank, receives considerable material dropped from above, which it bears away when thawed loose from the shore. Sometimes in beds of finest clay large boulders are to be found that can not well be accounted for except on the supposition that they were dropped by floating ice, which doubtless bore them to the spot from some distant place. When the ice breaks up after a rain its work in gouging and cutting the banks as it is carried along by the current may be observed. The formation of ice dams or gorges, and their subsequent bursting with the effects of the flood which follows, may also be noticed in any stream at almost any sharp curve or where some obstruction chokes the channel.

The freezing and thawing of the ground is also an interesting subject for observation and study. The freezing of the soil uplifts and loosens it, so that erosion takes place more easily. By the uplifting and consequent settling movements the roots of grasses and other plants are sometimes left exposed and are then killed. On hillsides the effects are still more marked. Water falling in hollows above stumps, trees and rocks, by its alternate freezing and thawing, tends to push such objects a little farther down the slope. This will be noticed in the spring after a thaw, when trees will frequently be found uprooted and rocks will be moved a little from their winter bed.

In quarries, or where rocks have been long exposed to the weather, by means of cracks or seams of softer material which has been washed out, water finds access to a greater or less depth below the surface. When frozen it operates with great force in splitting the rocks apart.

1. Examine the ground in various places and find

out something as to the depth it is frozen. Study the influences which cause variation in the depth.

2. Compare places near a building and on the different sides; on which side is it frozen deepest?

3. Find a place where the ground is composed of clay; compare the depth to which it freezes with a place composed of sand. Compare both with vegetable mold and loam. What precautions must you observe in the selection of places of observation that your results may be trustworthy?

4. How can you account for the different depths frozen in the various places?

5. Compare a piece of ground covered with heavy sod with one without vegetation; which is frozen deeper?

6. What difference in the freezing of the ground under a large flat stone and that around it uncovered? In the same way examine the earth under a board and compare with that under a thin stone.

7. Compare wet with dry places; which freeze deeper and the sooner?

8. What effect does a forest have upon the freezing of the ground?

9. Compare places covered with snow with others where the snow is blown away; how do you account for the different depths to which the ground is frozen?

10. Does vegetation increase or diminish the possibility of the soil for taking up water?

11. Does the depth to which ground freezes seem to depend upon the water it soaks up?

12. If there is opportunity examine a freshly plowed field and compare it with one that has settled compactly.

13. Can you see any signs of weathering away of the stones in the walls in different buildings?

14. Secure specimens of the different kinds of stone and study the closeness of grain in each.

15. Can you see a cause for their wearing away? Are there any cracks or seams?

16. Does a stone freeze thru like a lump of earth?

17. When broken can you find any frost crystals below the surface?

18. Do stones take up water like the soil? To test this, dry specimens of these, taken from walls and elsewhere, and weigh them; then soak in water for awhile, dry with a cloth as much as possible, and weigh again.

19. Which ones gained most weight? How do they rank as to durability in walls, etc.?

20. Test in the same way pieces of mortar or cement from walls or pavements, and also pieces of brick.

21. Compare in this manner different kinds of stone, such as limestone, marble, flint, granite, sandstone and slate; does their durability correspond in any way to their absorptive powers?

Correspondence Work

There is a widespread and a growing interest in correspondence work of university grade. The day is coming when every worker, regardless of the nature of his calling, must be a student. Time was when the professional student supposed that graduation closed his career of study. Nowadays it is common for the physician, for example, to give up his practice for a year or more and return to his studies in some institution of an advanced grade. The immense development of summer schools in this country within the past decade indicates the growth of the student spirit among teachers, and the call for correspondence courses that can be carried on while the teacher is at

work shows still further the earnestness that teachers feel in regard to self-improvement.

It is fortunate for any profession that receives into its ranks one who comes as a student; and it is fortunate for any individual who chooses a profession that continually affords a genuine stimulus to study. The profession of teaching is one of this kind; and one of the surest signs that it is improving is found in the increased demand for favorable opportunities for study.—Wilbur Samuel Jackman.

What Shall Children Study in Nature Study Work?

C. B. SCOTT'S NATURE STUDY.

What shall the children study? Nature is so vast! The world is so great! What shall we select from it all?

Shall the teacher take anything that happens to be convenient—today a butterfly, tomorrow the clouds, the next day the daisy or the rain or a seed? Some teachers seem to assume that this is the way to study nature. But they discover that the children gain but little from work without definite aim, plan or sequence. Such work may interest the children, but leaves in their minds little but a jumble of ideas without order or coherence.

But what shall we select for study? By what principles shall we be guided in the selection of material? This must be determined:

1. By the aim of the work.
2. By the nature and development of the children.
3. By the prevailing conditions, such as season, preparation of teacher, character and amount of similar work previously done by the children, and location and environment of school.

As has already been said, the general aim of all the work, and the special aim of each lesson, will largely determine the character of the work done. It will also greatly influence the selection of material. Assuming that the teacher is striving to develop the higher nature of the children and to bring them into the best relations with their surroundings, what should she study with them in beginning the work in nature study?

We have agreed that the first aim, the first essential in nature study or any other work, is interest. We can find no safer guide than to study the interest of teacher, of child, of parent.

In beginning work in nature study it will be found best for teachers to select some line of work in which they themselves are most interested and with which they are most familiar. If any teacher is particularly interested in birds she will be most successful in bird study with her pupils. If teachers are fond of flowers they will be more apt to awaken in the minds of their pupils a similar fondness. If they have a pet cat or squirrel or rabbit that will make an excellent beginning for their work in nature study. They will arouse in their pupils an interest in that in which they are interested. This interest, once awakened, will broaden until it includes other parts or phases of nature, and

the interest and enthusiasm of the children will react on the teacher and broaden her interest.

On the other hand, if teachers are compelled to take up, in the earlier work in nature study, material toward which they may have a decided aversion or antipathy, such as earthworms and spiders, this feeling is likely to be shared by the children and will tend to make all the work in nature study distasteful.

Teachers who are beginning this work will find it wise to study and be largely guided by the interest of the children. If some child has a pet squirrel in which he and his playmates are interested have him bring it to school and let the children watch it for a few days, studying its habits, the use of its different parts and the way in which they are fitted for the work they have to do. Their interest in the squirrel thus aroused, the teacher and children can read about its home in the woods and study some of its relatives—the other gnawing animals. Thus the squirrel may be the starting point for a series of lessons on animals. Do the children come with a story of the robin's nest with its little blue eggs which they have discovered? That may be a good starting point for the spring bird study. The wise, tactful teacher can, of course, stimulate and guide this interest by apparently following the children when she is really leading them.

In the earlier work in nature study the writer has always found the interest of the children to be the best guide in the selection of material. If it was found unusually difficult to interest the pupils in the material selected, then in general that was not the best material for those pupils. If they were unusually alert and enthusiastic, then it was well to take advantage of their interest and study thoroly. As the children studied nature more their interest broadened, until they could be interested in almost anything.

It is wise to consider in the selection of material, particularly in beginning work in nature study, the interests and ideas of the parents. Nature study is, unfortunately, new in most schools, and, like all new things, will meet with much opposition and criticism. A wise teacher can very often disarm the critics by a proper selection of material for study. In the manufacturing town comparatively few parents will object to having their children study about machinery or iron, or about the cotton from which they make their cloth. In a coal-mining region the study in the school of coal and its formation and mining and transportation may be welcomed by the stanchest believer in the three R's. In the country the study of corn or wheat or oats, of fruit trees, or of plant food and soil, or of insects, may not be regarded as a very dangerous innovation. The machinist would be much more apt to object to having his children "waste their time" on flowers and bugs and stones. The farmer could not see the sense in spending time in school on electricity and machinery, the value of which he could not see.

Later, when the children and parents have been interested and the parents have learned that nature study helps in other work of the school and develops and awakens their children, the teacher can select her material and plan her work with less reference to local conditions and less allowance for parental criticisms.

SPECIAL DAYS.

A Christmas Exercise

NELLE SPANGLER MUSTAIN.

Song—Christmas Day. (Air: Lightly Row.)

Christmas day, Christmas day,
See the garlands fresh and gay,
All is bright, hearts are light,
On this Winter's night.
See the holly berries glow,
Happy children come and go,
Welcome here, friends so dear—
All from far and near.

Christmas day, Christmas day,
Homage to our King we'll pay—
Hear the bells, Christmas bells,
As their music swells.
“Peace on earth, good-will to men,”
Hear the message chimed again,
Christmas day, Christmas day,
Hear the joyful lay.

Christmas day, Christmas day,
Banish care and pain away—
Joy-bells ring, let us sing
Praises to our King.
Like those great wise men of old,
Let us bring our myrrh and gold—
At his feet, blessed feet—
Hold communion sweet.

Recitation—The Old, Old Story.

Children, can you truly tell,
Do you know the story well,
Every girl and every boy,
Why the angels sang for joy
On the Christmas morning?

Yes, we know the story well,
Listen now and we will tell,
Every girl and every boy,
Why the angels sang for joy
On the Christmas morning.

Shepherds sat upon the ground,
Fleecy flocks were scattered 'round
When the brightness filled the sky
And a song was heard on high,
On the Christmas morning.

Angels sang a clear, sweet song,
For a holy Babe was born;
Down on earth, to live with men,
Jesus, our dear Savior, came,
On the Christmas morning.

Class Recitation

1st child:—

I hear the bells on Christmas day
Their old familiar carols play,
And wild and sweet
The words repeat

Of peace on earth, good-will to men.

—H. W. Longfellow.

2d Child:—

The whole world is a Christmas tree
And stars its many candles be,
Oh, sing a carol joyfully,
The world's great feast in keeping.
For once on a December night,
An angel held a candle bright,
And led three wise men by its light
To where a child was sleeping.

3d Child:—

When suns are low and nights are long
And winds bring wild alarms,
Thru the darkness comes the Queen of the Year
In all her peerless charms—
December, fair and holly-crowned,
With the Christ-child in her arms.

—Edna Dean Proctor.

4th Child:—

Sing, Christmas bells!
Say to the earth this is morn
Whereon our Savior-King was born;
Sing to all men—the bond and free,
The rich, the poor, the high, the low,
The little child that sports in glee,
The aged folks that tottering go,—
Proclaim the morn
That Christ is born,
That saveth them and saveth me.

—Eugene Field.

5th Child:—

Old Father Time to his children doth say:
“Go on with your duties, my dears,
On the right-hand is work, on the left-hand is play,
See that you tarry with neither all day
But faithfully build up the years.”

—Charles Mackay.

Song—Welcome. (Air: Bring Back My Bonnie to Me.)

The happiest day of the season,
The day to all children most dear,
The day full of loving and giving
This best of all days is now here.
Welcome, welcome
Welcome dear Christmas, to thee, to thee—
Welcome, welcome;
Welcome dear Christmas to thee.

Oh welcome, thrice welcome, Kriss Kingle—
So long have we waited for thee,
For your reindeer, and bells' joyful jingle—
And gifts for our dear Christmas tree.
Welcome, welcome,
Welcome, dear Christmas, to thee, to thee—
Welcome, welcome
Welcome dear Christmas to thee.

Recitation—Christmas Like It Used to Be.

Christmas like it used to be!
 That's the thing would gladden me,
 Kith and kin from far and near
 Joining in the Christmas cheer,
 Oh, the laughing girls and boys!
 Oh, the feasting and the joys!
 Wouldn't it be good to see
 Christmas like it used to be?
 Christmas like it used to be,
 Snow a-bending bush and tree,
 Bells a-jingling down the lane;
 Cousins John and Jim and Jane,
 Sue and Kate and all the rest
 Dressed up in their Sunday best,
 Coming to that world of glee—
 Christmas like it used to be.
 Christmas like it used to be.
 Been a long, long time since we
 Wished (when Santa Claus would come)
 You a doll and I a drum,
 You a book and I a sled,
 Strong and swift and painted red;
 Oh, that day of jubilee!
 Christmas like it used to be.
 Christmas like it used to be.
 It is still as glad and free,
 And as fair and full of truth,
 To the clearer eyes of youth.
 Could we gladly glimpse it thru
 Eyes our children's children do
 In their joy-time, we would see
 Christmas like it used to be.

—Nixon Waterman.

Christmas Carol.

There's a song in the air!
 There's a star in the sky!
 There's a mother's deep prayer
 And a baby's low cry!
 And the star rains its fire while the Beautiful
 sing,
 For the manger of Bethlehem cradles a King.

—J. G. Holland.

Closing Song—Selected.

A Mother Goose Market

ADELAIDE WESTCOTT HATCH IN HINTS.

A novel fair for children need not be expensive, and would doubtless be a money-maker. A large room, decorated with cartoons and gay pictures from the immortal Mother Goose, should be filled with small tables, each of which is in full charge of a child representing some character from the nursery rhymes.

Stray personages from the Tales may stroll about the room, and will excite much merriment. It is well that these individuals should be children from twelve to fifteen years of age.

Dame Goose herself should be stationed at the door to receive and welcome all visitors. She wears a short blue

skirt and white apron, long red cape-cloak and high-peaked black cap with red band, a white chemisette and a green-flowered bodice, and panniers. She must wear spectacles, carry a tall cane and have a frill of muslin or lace falling around her face, inside of the cap. Her stockings may be purple, with green slippers and huge buckles, and, if possible, let her have beside her a mammoth white goose on wheels.

A king in royal robes should take tickets or admission fees like the "king in his counting-house counting out his money," and King Cole and his Fiddlers Three can furnish music for the occasion.

Little Red Riding Hood should preside over a booth where cakes, ginger-snaps, etc., are sold. This booth could represent a forest scene, being fashioned from small trees and decorated with green leaves, mosses, stumps, etc. A stuffed wolf or a wolf-skin to hang up would make the scene still more realistic.

Little Miss Muffet, seated on a green knoll, can serve lemonade from her big bowl.

The Old Woman who Lived in a Shoe will take charge of an enormous shoe filled inside and out with dolls of all kinds.

Goosey, Goosey Gander can sell pretty bedroom trifles in sterling silver, worsted and glass, fit for "my lady's chamber."

At Bo-Peep's table all kinds of woolen articles may be displayed.

Taffy the Welshman sells sweets of every description.

The Queen of Hearts disposes of home-made tarts.

Jack Horner's Christmas Pie of bran, from which for a penny, or five cents, each may be allowed to pull a plum, in the shape of some cheap toy, will more than delight the tiny customers. Write to the Hints Publishing Co., New York, for a catalog of novelties suitable for this purpose.

Simple Simon will, of course, be placed in charge of the "Fish Pond."

Jack Spratt and his Wife supervise the selling of lunches, while

Mistress Mary and her Pretty Maids, in dainty Kate Greenaway gowns, and wearing large garden hats, caught up at one side, and with numberless tiny bells fastened to the edge of the brim, sell flowering plants, cut flowers, and boutonnieres from their garden.

Jack and Jill can sell popcorn or peanuts from their pail.

A boy, cleverly masked as a cat, with tail, whiskers and pointed ears, and arrayed in dress suit, will create untold fun by promenading about with a fiddle and bow, which he pretends to play from time to time in imitation of "Hey, diddle, diddle."

The barber who questions every one whether or not they have a pig to shave, the little old woman with her petticoats cut round about, the Three Scornful Brethren out of Spain, the witch on the broomstick, old Mother Hubbard and her dog, are all good characters.

Another mirth-provoking couple, if the part is skillfully carried out, is the pair who met "one misty, moisty morning when cloudy was the weather." The boy who personates the old man should, of course, be clothed in leather, while any Dame Trot costume will do for the girl. Let them walk thru the room, arm in arm, stopping now and then to enact a little cake-walk, with "compliments and grins," for the benefit of bystanders.

School Management

The Obstinate Child

An obstinate child needs switching off rather than switching on. He needs to be directed rather than subdued. Obstinacy is the miscarriage of energy. It is an unnatural attitude of the mind. It is a setting of the brakes by some disorder of the machinery. A wise engineer ceases all efforts to start his train until the disarrangement can be adjusted. It is usually a little thing, a slight miscarriage of energy, and he bides his time. The power must be off before the natural condition can exist. So a wise teacher immediately changes plans when he finds that a boy's mental machinery is out of natural, that the brakes are set in his disposition. Divert his thought, readjust his interests, give him a new aim, and he can not be obstinate if he would.

Obstinacy thrives on attention, and is dissipated by neglect. Obstinacy is a species of conceit, and revels in the power to disarrange plans. It is never humiliated by conflict. Even when conquered it prides itself on the effort required for the conquest. If an obstinate child receives no special attention because of it he becomes shamefaced. To attempt to match obstinacy with obstinacy is a public confession that you are as bad as he, and all you can hope for is to prove that you are worse by holding out longer. Obstinacy is mental disorder in pupil or teacher.—Journal of Education.

The Freedom of the Teacher

J. H. VAN SICKLE.

This is not something granted by board and supervising officers; it is a state arrived at thru reflection and experience; it is something gained by conquering obstacles. A teacher is not free until released from self-distrust and from a helpless reliance upon authority. We have to be forced to be free. A teacher is not free till he is willing to square his daily practice by a body of sound educational doctrine of which he has become the master.

Every principal who has himself arrived at freedom knows how to give assistance in such a way as not to dwarf and cripple the teachers associated with him. Such a principal will readily accept the following from the pen of the late Dr. Maltbie Babcock: "Suggestion is generally better than Definition. There is a seeming dogmatism about Definition that is often repellent, while Suggestion, on the contrary, disarms suspicion and summons to cooperation and experiment. Definition provokes discussion; Suggestion provokes to love and good works. Defining is limiting; Suggestion is enlarging. Defining calls a halt; Suggestion calls for an advance. Defining involves the peril of contentment: 'I am here, I rest.' Thus

far,' says Definition, and draws a map. 'Westward,' cries Suggestion, and builds a boat."

The principal is the key to the situation. While a principal can not confer freedom upon those who are not ready for it, he can do much to make them ready, to "force them to be free." On the other hand, a principal of narrow, dictatorial spirit, one who has not himself arrived at freedom, has equal power to check growth in his associates. In this city, fortunately, we know little of that narrow and petty prescription that makes school work so hopelessly uniform and monotonous; yet we are in the clutches of some strong traditions that have an equally baleful effect, and the principal must be a positive force in his group of schools or tradition will exert a greater influence than he. His first duty is to stimulate thought. School officials are generally anxious to give just as much freedom as can be borne by the teacher; freedom involves responsibility; the ability to exercise this responsibility comes thru a more or less prolonged experience under guidance and suggestion; when a teacher has become, thru self-reliant and self-active experience, resourceful and thoroly efficient, it is readily recognized by all thinking people that the interests of the children under her care are safest when she is least restricted. Such a teacher may always be her own schedule maker, may set her own time limits, may decide for herself which subjects need most emphasis at a given time. For such a teacher there are no requirements except those which her insight, her sense of duty and her sense of the high privilege which she exercises as a friend and helper to the children impose upon her. It must always be remembered that beginners and inexperienced teachers need more or less guidance, and that the principal who withholds guidance, or even restriction upon occasion, has a limited idea of true freedom and the pathway over which it is approached. The schools should receive the full benefit of the best thought of every member of the teaching force. He is the best principal who knows best how to utilize the forces of those about him. The thought of all is better than the thought of one. The fact that it is possible for the principal to learn something from the humblest teacher is altogether to his credit. To be most helpful to others he must have lived long enough to know how to be helped.

Whatever of the above is true of the principal is equally true of the superintendent. Superintendent and principal are chiefly useful in holding up ideals and in securing to teachers and pupils conditions favorable for effective work in the direction of those ideals.

Unity of aim is essential. Variety in execution is desirable. It has been pointed out that responsibility and initiative are essential to a child's proper development; this is no less true of the teacher himself. When supervision is of a character to safeguard these essentials, freedom of the teacher ultimately depends upon the teacher himself.—Baltimore, Md., Report.

Life is only bright when it procedeth
Towards a truer, deeper Life above;
Human love is sweetest when it leadeth
To a more divine and perfect love.

Adelaide A. Procter.

Spelling in Primary Grades.

MRS. CARRIE L. RECORD, SUPERVISOR OF METHODS, STATE NORMAL, FREDONIA, N. Y.

IS there real cause for alarm on account of the condition of spelling in our country? Are we becoming a nation of poor spellers? Is this subject being neglected in the schools? There are those who would answer all of these questions in the affirmative and seek to lay the blame upon the schools. While we believe this to be an extreme view of the case, yet it may be that in the reaction from the old alphabet method of teaching reading, with its accompanying drill in naming letters, teachers may have failed to give sufficient attention to spelling, but they have been quick to hear the first note of alarm and the pendulum has swung back to its normal position. The spelling book has again found its place in the schoolroom and the subject is receiving its share of attention.

Spelling may be learned by writing, and since we believe that it may also be learned by reading, it will be seen that during the first year at school, even before the pupils know the names of the letters, they will unconsciously learn to spell; that is, to make the forms of words correctly from memory.

Dr. Stanley Hall says: "Spelling is for the eye and hand rather than for the ear." If this is true, and experience tends to prove the truth of it, then we must make sure that our pupils have the eye trained to careful observation of the forms of words and the hand made capable of reproducing those forms in writing. If we hold to this theory, then it may be argued that eye-minded children have the advantage and that ear-minded children will be neglected. Let us look at this. It is

not our purpose to ignore oral spelling entirely. It doubtless is of value in deepening impressions, but it should not be relied upon to any great extent. The ear-minded child, even though he has acquired great facility in reading because of his ability to master sounds, should also have his eye trained, lest his ears deceive him. A little girl, very clever at phonics, but with a limited experience in observing words, wrote a letter to her teacher in which she said: "My doll has a nus haul." She depended on the sounds which she thought she heard in the words to give her the key to the spelling of them, with the result as stated. After all, then, we must conclude that "spelling is for the eye and hand rather than for the ear."

Many teachers believe that pupils should be required to write the words of the spelling lesson ten times and all misspelled words twenty-five times in order to learn them. Is not this a good plan, if spelling may be learned through writing? It doubtless would be if pupils gave undivided attention to the work while writing the word the twenty-fifth time. Unfortunately, they seem to fall into a very mechanical way of writing after the first or second time and so do not receive a strong mental impression of the word. Often, too, pupils write each syllable ten times as it occurs without thinking of the arrangement of the syllables with reference to each other. Later, when the words are pronounced by the teacher, no complete picture of the word comes to the mind. The picture which the child should have is not a vague impression, but it shows the letters and syllables of the word in their right relation. I believe he is the best speller who has the clearest mental pictures of words.

TEN REASONS WHY

EVERY CATHOLIC TEACHER SHOULD TAKE THE CATHOLIC SCHOOL JOURNAL

- I.—BECAUSE, a good professional journal is now generally regarded as a necessity by every progressive teacher—and for Catholic teachers no other publication compares in value and interest with this magazine.
- II.—BECAUSE it is the one periodical devoted entirely to the interests and needs of Catholic school teachers—enabling them to keep in touch with their fellow workers, to hear from each other as to successful methods and experiences, and to read the advice and suggestions of Rt. Rev. Bishops, Rev. Diocesan Superintendents, Pastors and other Church and School authorities.
- III.—BECAUSE it supplies not only methods and materials for use in religious education—the all-important work of our schools—but it is generally conceded to equal the best secular journals in value and amount of practical material on the common school branches. Many public school teachers take it because of its superiority in this regard.
- IV.—BECAUSE just as "Catholic Schools for all Catholic children" is a claim on parents warranted by the importance of religious training, so also "The Catholic School Journal for all Catholic teachers" is a claim on Catholic teachers warranted by the attention that the publication gives to methods and materials on the special work of the church schools.
- V.—BECAUSE the secular journals at any price are comparatively poor value for Catholic teachers, inasmuch as far from affording any help in systematic religious training, they ignore completely the place of religion in education. Like the public schools for which they are intended, they give much attention to fads and no attention to the all-important work of religious education.
- VI.—BECAUSE this Journal is commended by Most Rev. Archbishops, Rt. Rev. Bishops, Rev. Pastors and Rev. Superiors of Teaching Orders. Its practical value and interest are attested by voluntary testimonials from hundreds of religious teachers in all parts of the United States.
- VII.—BECAUSE Catholic teachers should take pride in having a publication or medium of their own. And inasmuch as every new subscription helps to make The Journal better and more useful for all, the co-operation of every teacher is much to be desired.
- VIII.—BECAUSE, as Bishop Spalding says, "the teacher is the school and whatever refreshes or quickens or inspires the teacher, must stimulate and uplift the school." Bishop Spalding was one of the first prelates to commend The Journal and encourage it on as a needed undertaking.
- IX.—BECAUSE the school whose work consists of mere question and answer drills without any of the special exercises and devices of program that add variety, interest and zest to class work, is dragging along without accomplishing the results that it should. The School Journal supplies the methods, aids and devices that make for the progress of the class.
- X.—BECAUSE the teacher who says she has no time to read a school journal is the very one who most needs it. Proper class methods will give necessary leisure for profitable professional reading. Moreover the teacher who offers this excuse really places little value on her own time and that of the class. There is never an issue of The Journal but contains a number of time-saving methods and suggestions—the fruits of the experience of successful teachers. What is \$1.00 a year for The Journal as against hours, days and even weeks saved in the general progress of the class.

It will thus be seen that much depends on the way in which the lesson is studied. Experience proves that the best results are obtained by requiring pupils to concentrate their attention upon a given word or words for a short time—to "visualize" the words—then reproduce them. When beginning this work of "visualization" during the latter part of the first year or the early part of the second the teacher should write a word on the board, pronounce it or have it pronounced by the children, and ask them to look at it very closely for perhaps two minutes (by the watch), then erase it and have them write it on paper. If many fail, the word should be rewritten and the pupils be given a longer time to observe it, after which it may be erased and reproduced as before. A second word may be given in the same way, after which the children should write the two words from memory as the teacher pronounces them. Little by little more words may be added, and soon the pupils will be able to concentrate their attention upon two or more words at the same time. The teacher should en-

courage children to study their lessons in this way at their seats. This plan is of great value in all the grades and may be used instead of so much writing.

It often happens that children can spell words as they occur in the book, but when they use the same words in composition they misspell them. Their knowledge seems to be local. Consequently, the teacher should very frequently dictate the words of the lesson in well-constructed sentences. In this way the pupils are not only shown the meanings of the words, but they become accustomed to their correct use.

Finally, *drill, drill* as much as is necessary, but drill on words in common use rather than on those which are seldom used. A pupil may not know how to spell *rhamphorhynchus*, and who cares, since he will seldom use it, and if he should need the word he can refer to the dictionary. On the other hand, he should be held responsible for the spelling of *their, there, too, hear, here*, and many other common words so often misspelled.—*American Education.*



For Christmas Gifts P The Perry Pictures

GOLD MEDAL, ST. LOUIS EXPOSITION, 1904.

GOLD MEDAL, PARIS EXPOSITION

THE WORLD'S GREAT PAINTINGS
BEAUTIFUL FOR CHRISTMAS GIFTS

ONE CENT EACH for 25 or more; 120 for \$1.00. Assorted pictures are three to four times the size of this Sistine Madonna. Catalogue of a thousand small pictures and four $5\frac{1}{2} \times 8$ pictures for 2 two-cent stamps during December, if you mention THE CATHOLIC SCHOOL JOURNAL. Send 25 cents for 25 Art Subjects or art booklet "Madonnas," or 25 for children; or 50 cents for 11 Extra Size, 10×12 ; or \$1.00 for Christmas set No. 1 of 120 beautiful pictures; or \$1.00 for The Perry Magazine.

THE PERRY PICTURES COMPANY

Tremont Temple, Boston
146 Fifth Avenue, New York

Box 436 MALDEN, Mass.
Send all mail orders to Malden

Order to-day. You will wish to order again when you see how beautiful they are for Christmas gifts.

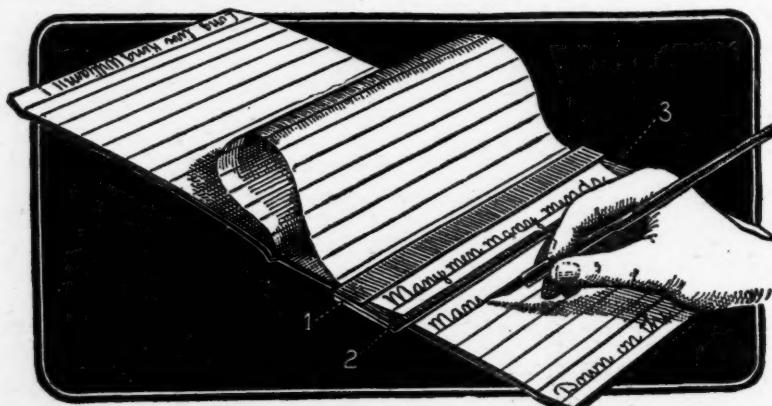


FIG. 1—One inch card-board band. FIG. 2—Four pieces of blotting paper $2\frac{1}{4}$ inches wide. Card-board band and blotting paper fastened together at either end with wire threads. FIG. 3—Copy slipped under card-board band and held in position by band for copying. As each line is written copy and blotter are moved down to dry writing, which brings copy in place for next line.

We Lead the World in Improved Methods for Teaching Penmanship.

A Perfect Writing Book.

The copy follows the pen and each line of the pupil's writing is concealed as finished.

Pupils write continuously from the model, and only the perfect form is presented to the mind. Penmanship made easy and interesting. Samples Free.

National Publishing Company,

308-320 SEVENTH ST.
LOUISVILLE, KY.

Text Book Uniformity.**To the Editor:**

I desire to offer a few considerations on the matter of uniform text book lists for whole dioceses—a proposition that we hear of every now and then.

While a strong believer in the advisability of using the same text books in all the parochial schools of a city, it does not seem to me that the reasons which urge such local uniformity apply to conditions in a diocese at large, but that on the contrary there are many good reasons why the schools of smaller towns should be left free to accommodate themselves to local conditions in the matter of text books and grading in the secular branches.

In the first place many of our parochial school graduates desire to prepare themselves for teaching. In the absence of Catholic high schools and normals they must after graduation enter the public high schools. Now, if the diocesan text list prescribes books in the secular branches entirely different from those used in the local public schools, the parish school graduates are going to experience considerable trouble in getting into the public high school, and later on at the normal or at teachers' examinations, where the questions in grade work are based on the public school texts, a still greater difficulty will be encountered. Why place unnecessary handicaps on our own, in their efforts to qualify for positions which will give them a livelihood?

Again, many Catholic schools in smaller towns carry the pupils through the fifth or sixth grades only. Those desiring to go further after confirmation enter the upper grades of the public school. How are they to do this if no reference is made to local public school requirements either in grading or in text books?

Reversing the process, we must facilitate stray sheep coming back to the fold. The Catholic schools wherever they offer accommodations and full courses, are continually claiming their own from the public schools, and this rescuing of Catholic children to attendance at their own schools is greatly aided when grading and texts in the secular branches are about the same as at the public schools. Moreover it is a fact that the kind of a Catholic parent who is disposed to patronize the public

school under the assumption that it is better than the church school, is easily won over when he can be shown that the books used in the secular branches of both schools are in part or whole the same, and that the work done grade for grade is equivalent except for the fact that the Catholic school gives in addition an indispensable training in morals and religion.

I might go on to enumerate other objections to binding the schools of an entire diocese to one set of books, but the above points will doubtless suggest other objections to anyone who gives the matter serious thought. As stated at the beginning of this letter, there are many reasons why uniformity is desirable in the grading and texts of the parish schools of our larger cities, but local conditions throughout most dioceses vary enough to make general uniformity undesirable—for some time at least.

—“PASTOR.”

Religious Education and our Protestant Brethren.

Next February there is to take place at Boston the Third General Convention of the Religious Education Association. This meeting is not without importance to Catholics since it represents the principle of the insufficiency of a public school system from which religion is excluded. The Association is already a power, since it represents by its membership the best elements of the religious intellect and leadership in educational movements throughout the United States. Its activity must therefore count for something, and will produce one of two results. It will either influence the legislative body and the public mind to accept for the common schools some kind of religious instruction which, under the name of ethics or moral culture, assumes certain evidences of Christianity as positive doctrines without being dogmatic; or, it will demand representation in our school systems supported by common taxation, by which the religious convictions of the parent are recognized. This would bring denominational schools into recognition by the State and supported from the taxpayers' contributions *pro rata*, as they are

in Germany, and to some extent in England also.

There is no doubt that the latter is the more practicable and satisfactory solution of the present problem, and that, if the Christian Education Association can be brought to support vigorously this view, Catholics will have a powerful ally in the defence of their claim for the right of religious instruction, according to the parents' wish, as an essential adjunct to public education.

For this reason it would be wise to note the action of the Association and as far as possible to applaud and support their movement in a spirit of brotherly citizenship. The programme of the Convention, February 14, 15, 16, 1905, with its subdivisions and the subjects of its

**WHY IS THE NEW MODEL
DENSMORE**
THE MOST POPULAR TYPEWRITER?
BECAUSE IT IS THE MOST PERFECTLY IMPROVED MACHINE BEFORE THE PUBLIC TODAY.


How can you obtain one? By writing a postal to the

DENSMORE TYPEWRITER CO.
414 BROADWAY, MILWAUKEE, WIS.
Agents for Wisconsin and Northern Michigan
Wesell, rent and exchange this renowned machine

ONE HUNDRED

copies of a letter, piece of music, drawing, or any writing can be made on a **LAWTON SIMPLEX PRINTER**. No washing. No wetting of paper. Send for circulars and samples of work. Agents wanted.

LAWTON & CO., 20 Vesey St., New York.
89 Dearborn Street, Chicago.

Ben Hur Chariot Race

The Finest March Ever Composed

SEE SPECIAL PRICES BELOW

Ben Hur Chariot Race March—The greatest and best of marches; universal favorite. Every player should have this piece. Price, 50c.

The Storm King March—Greatest march ever written; imitation of rumbling thunder, flashing of lightning, the Storm King awakening, and his defense of the slaves. Price, 50c.

The Witch's Whirl Waltz—The mounted best piece on the market in recent years. Wonderfully descriptive. Representing a scene at Fairies' Circus, Old Witch, etc. Price, 60c.

Arizona March—The great Indian March-Two-step. Specially bright and gay. You should have a copy. Price, 50c.

Read this Special Offer

To any one ordering 3 or more of the pieces named above, at the extra reduced prices given below, we agree to send, free of charge, our new catalogues containing 58 pieces, consisting of one complete full page of music from “29 Intermediate Pieces” and 3 of the best popular songs. Don't fail to take advantage of this liberal offer. Your money cheerfully refunded if not perfectly satisfactory. Mention this Magazine.

Special Reduced Prices

Any 1 of above (postpaid),	\$.25
" 3 { Including the above }	.60
" 4 { named book collection }	.75
" 5 { 32 pieces free. }	1.00

E. T. Paull Music Co.
37 West 28th St., New York

**Washers
Extractors
Mangles
Get the Best.**

Estimates Cheerfully and Promptly Furnished.



46-60 NORTH CLINTON ST.
CHICAGO.

PERFECT LIGHT AND VENTILATION

By having your Window Shades hung on the

JOHNSON SHADE ADJUSTER
BETTER THAN BLINDS—½ THE COST

Successfully used in hundreds of schools and colleges for 4 years. If you are building do not fail to send for free sample of the Johnson Window Stop and Booklet.

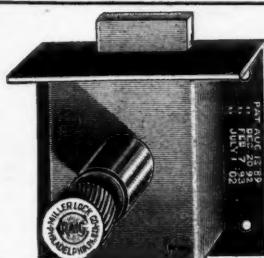
R. R. JOHNSON, Mfgr. 167 DEARBORN STREET,
CHICAGO, ILL.

CRAIG UNIT LOCKS

For School-Desks, Drawers and Lockers. Easily put on, No Keys to lose, Highest Security, Many thousands used by leading Schools, Y. M. C. A.'s, Colleges and other Institutions. :: :: :: ::

—WRITE DETAILS AND STATE YOUR WANTS—

MILLER LOCK CO., LOCK MANUFACTURERS,
BOX 20. FRANKFORD, PA.



THE CATHOLIC SCHOOL JOURNAL.

projected addresses, has been determined, and is here given:

THE AIMS OF RELIGIOUS EDUCATION.

I. TO BRING THE INDIVIDUAL INTO CONSCIOUS RELATION WITH GOD.

1. The Direct Influence of God upon One's Life.

2. The Bible as an Aid to Self-Discovery.

3. The Church as a Factor in Personal Religious Development.

II. TO DEVELOP IN THE INDIVIDUAL A SOCIAL CONSCIENCE.

1. Literature as an Expression of Social Ideals.

2. Science as a Teacher of Morality.

3. The Ethical Education of Public Opinion.

III. TO QUICKEN IN THE INDIVIDUAL A SENSE OF NATIONAL AND UNIVERSAL BROTHERHOOD.

1. The Sacredness of Citizenship.

2. The Mission of Christianity to the World.

3. International Effort for Righteousness.

In addition to the three general sessions, there will be (as at Philadelphia) a Joint Session of Departments on Wednesday morning, February 15th, with a most interesting and vital topic for discussion, "The Place of Formal Instruction in Religious and Moral Education." There will be addresses upon this subject as it relates to the Home, the Sunday-School, the Preparatory School, and the College.

The programmes of the Seventeen Departmental Sessions are being prepared and will be announced soon.—*The Dolphin*.

The window shade adjuster made by R. R. Johnson, 169 Dearborn Street, Chicago, is being adopted for use in many of the new schools throughout the country. The adjuster is marked by a special device of great simplicity, which does away with rods and chains getting out of order. The shade roller is easily and perfectly adjusted to any position in window, admitting the upper light and ventilation—a very desirable feature.

It has been officially adopted in all the Chicago city schools erected during the past four years. Also, the adjuster has been in-

stalled in many of the splendid new edifices of the University of Chicago, the Wells Building, Milwaukee; the La Salle street depot, Chicago, the State Capitol, St. Paul, Minn., St. Xavier's Academy, St. Ann's hospital, Chicago, and many other very fine Catholic institutions.

"Early American History, For Young Americans," by Henry Sabin, L. L. D.; 398 pages, cloth, 75 cents. Educational Pub. Co., 228 Wabash Ave., Chicago.

This is a book in which the young from twelve years upward will not find a dull page. Yet it is not written down to them. Every theme is vigorously handled with admirable completeness; purpose, motive, and result thrown into distinct relief; incident, description, reflection, all woven into a simple, lucid narrative that rivets the attention and carries the interest along from chapter to chapter throughout the book.

Very happily, too, are the events of our history made to minister to the love of our country, quickening it to an intense glow in the hearts of the boys and girls who peruse the story of our early history as the Sabin here so ingeniously unfold it.

"School Civics," by Supt. Frank David Boynton; cloth, 368 pages, price \$1.00.

The book is a simple, straightforward story of the origin and development of government in general and of our own government in particular, told in language easily comprehensible to pupils of grammar-school and high-school age. But it is much more than an historical account of the mere form of our government. It sees always the vital principle animating the form, and presents not only the theory of our political institutions but also their actual working; not merely our written constitution, but those great and vital unwritten principles as well. In this respect the book is unique among secondary-school texts. Ginn & Company, publishers, Boston, Chicago.

It is interesting to note that a man has appeared who not only can give expression to his ideas on how a subject should be taught but can also produce a working textbook along those lines. Seven years ago

Prof. William H. Mace of Syracuse University made a distinct addition to pedagogical literature with his *Method in History*, and now he has brought forth a history for the grammar grades that embodies the suggestions made in that book.

"Mace's School History of the United States" is a book that appeals to teacher and pupil. Both find three reasons for preferring it to other texts; its dramatic style which seizes upon the child's interest in what is live and human; its arrangement in periods which keeps clearly in the reader's mind the relation of the various events to the larger movement of which they are a part; and its artistic appearance which is secured through the large number of portraits, illustrations, and colored plates and maps.

"Mace's School History of the United States," by William H. Mace, Professor of History at Syracuse University. Illustrated by Jacques Reich, Homer W. Colby, Denmar Fink, and H. W. Dietzler. Cloth, 12mo, 465+xcv pages, \$1.00. Rand, McNally & Company, Chicago and New York.

Silver, Burdette & Co., New York City, have just published "A Supplementary Primer for Catholic Schools" that will prove a valuable addition to the equipment of every teacher of primer classes.

The little book was prepared by a supervisor of Catholic schools, so there is abundant guarantee that its selections are suitable, and that its arrangement and method are pedagogically correct. The artistic design and mechanical execution of this primer are admirable. The illustrations comprise choice masterpieces in colors, all tending to reinforce the text and add religious spirit to the lessons. Copies of the primer may be had at a very low price by writing to Silver, Burdette & Co., 85 Fifth Ave., New York.

LATIN WITHOUT A TEACHER.
Latin in six months. Being an easy method of learning to read, write and speak the Latin language. Third edition revised and enlarged, French, Italian and Spanish being added. By Rev. M. P. O'BRIEN, Kellyville, Delaware county, Pa. Price, \$1.—



MAIN HALL,
NORTHWESTERN UNIVERSITY.

Departments
in Evanston

COLLEGE OF LIBERAL ARTS
SCHOOL OF MUSIC
SCHOOLS OF THEOLOGY
SCHOOL OF ORATORY
ACADEMY

Departments
in Chicago

MEDICAL SCHOOL
LAW SCHOOL
SCHOOL OF PHARMACY
SCHOOL OF DENTISTRY

Total attendance 1903-04, 3,881

Address all inquiries relative to University courses in residence to the Deans of the respective departments.

"QUALIFIED TEACHERS GROWING SCARCE"

Good teachers are more in demand than ever before. Salaries are growing better every year. The requirements have been raised, but only the wise ones who were awake and had kept their lamps burning were ready for the change. They practically had their choice of positions. The demand for qualified teachers is far greater than the supply. Agencies report that it is less difficult for them to get orders than to fill them. The Chicago board of education found its "qualified list" exhausted and was compelled to advertise for teachers last spring.—From *The Primary School* (E. L. Kellogg & Co.), October, 1904.

THIS IS YOUR OPPORTUNITY

By preparing now for the examination, you will be able to raise your grade of certificate and be in line for promotion. Then, you will not need to look for a better school; *the better position will seek you*. The studious qualified and progressive teacher will always be above par.

STRONG ENDORSEMENT

Many Interstate School Students have remained on our rolls from year to year, and have diplomas covering a wide range of work. No school can enroll students for second and third courses whose instruction is not high grade. Not only do we place every member under the personal charge of a thoroughly competent instructor, but we are always glad to advise teachers on matters relating to their professional work.



ALICE D. MCHARGUE,
Rock Springs, Wyoming,
says:

My diploma for the completion of the Normal Elective Course has been received. I was so well pleased with the work that I am now enrolled for the First Year Latin Course. (September 26, 1904.)

DRAW LINES THROUGH SUBJECTS IN WHICH YOU ARE INTERESTED
WRITE YOUR NAME AND ADDRESS BELOW AND MAIL TO THE SCHOOL

NORMAL DEPARTMENT		ACADEMIC DEPT.
Strong Review.	A course includes one or five subjects.	Each subject is a course.
Arithmetic	Agriculture	Literature
Elementary Algebra	Botany	First Year Latin
Higher Algebra	Zoology	Algebra
Business	Physics	How to Write English
Plane Geometry	Geography	Physics
Grammar	U. S. History	Geometry
Composition	Civil Government	Biology
Rhetoric	Economics	Ancient History
Literature	Political Science	Commercial Dept.
Latin	Psychology	Business
French	Pharmacy	Shorthand
Drawing		Typewriting
Physiology		
Physical Geography		

Name _____
Address _____

Catholic School Journal December.

INTERSTATE SCHOOL OF CORRESPONDENCE

Affiliated with Northwestern University

382-384 Wabash Avenue,

CHICAGO, ILL.

A Strong Tribute.

The following tribute from a Methodist minister to the training given the children of our Catholic institutions—and to those of St. Joseph's Orphan asylum of Washington in particular—is of interest to Catholics the country over. The writer of this letter, which appeared in The Washington Post of Nov. 26, is pastor of the Union Methodist Episcopal church in the national capital. He says:

"On this thanksgiving occasion, when so many pulpits are teaching patriotism as one of the highest national duties, I should be glad to have you note an example in that line set by the orphan boys of St. Joseph's asylum, in our city. I was at the Mt. Vernon wharf some time since, and as the steamer threw out her cables these boys, with bared heads, stood out in the sun and sang our national airs, such as "The Star Spangled Banner,"

"My Country 'Tis of Thee," "Columbia, the Gem of the Ocean," and on through a varied and interesting repertoire, interspersed with some selections pathetic and religious in tone. They sang heartily, sweetly, seriously, without a trace of the comic or thoughtless ways of boys in their performance; and when finishing, at some distance from Washington's tomb, went back to their places on the steamer's deck quietly and without any of the usual mad rush after seats.

"The whole affair was one of peculiar interest and delight. For in a number of years of travel to Mt. Vernon I had never before seen any group of lads pay this mark of reverence to the mighty dead at the sacred spot. I confess to a glow of feeling as I looked upon these little fellows, to a moisture of eyes as they sang, and to an admiration of the training they had received in these matters patriotic and national, which means so much for the

lads themselves and the country's future.

"Here is an object lesson for all Sunday schools and all other associations of boys as they pass the tomb of the great statesman and first President of the republic.

S. REESE MURRAY."

The Century

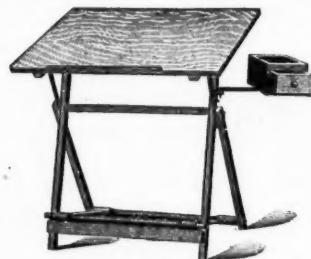
There is always one by which the rest are measured. In the magazine world, that one has always been and is to-day THE CENTURY. Ask writers where their best productions are first offered; ask editors which magazine they would rather conduct; ask public men where articles carry most influence; ask artists where they would prefer to be represented; ask the public what magazine is the first choice among the people of real influence, and the answer to each question is the same: "THE CENTURY." Are you going to have the best in 1905?

The new volume of THE CENTURY begins with November. Yearly subscription \$4.00

A year's subscription and the twelve numbers of the preceding year—complete serials, novels, stories, Jack London's "The Sea-Wolf," Dr. Mitchell's "Youth of Washington," etc., etc.—back numbers and subscription for coming year 5.00

THE CENTURY CO.
Union Square, NEW YORK

UP-TO-DATE School and Office Furniture



Drawing Table.



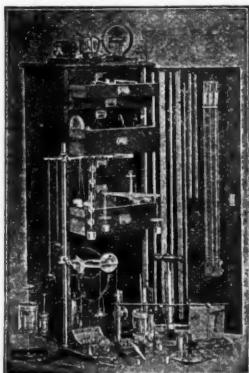
School Desk.

We manufacture a full line of Drawing Tables and Draughting Room Furniture, also School and Office Furniture.

Write for Complete Catalogue.

FRITZ & GOELDEL MFG CO.,
77 ALABAMA STREET, GRAND RAPIDS, MICH.

The Crowell Cabinet shown here includes:



A complete Laboratory for Physics, warranted to perform 400 experiments. The Crowell Cabinet No. 3 for \$150 delivered.

Write us for complete description and prices on our Crowell Cabinets Nos. 1, 2 and 3. We shall also gladly send you our new, large and illustrated catalogue of laboratory and general supplies on request.

COLUMBIA SCHOOL SUPPLY CO.,

Indianapolis, Ind.

Some of the Catholic Schools of the country that are using the Crowell Cabinet:

St. Peter's Convent, San Francisco, Cal.; Sisters of Notre Dame, Washington, D. C.; Marist College, Atlanta, Georgia; St. Mary's School, Michigan City, Indiana; Academy of Immaculate Conception, Oldenburg, Indiana; St. Francis School, Dyersville, Ia.; Cathedral School, Sioux City, Ia.; Dominican Academy, Fall River, Mass.; Institute of Holy Angels, Fort Lee, N. J.; St. Benedict's College, Newark, N. J.; Academy of Our Lady of Angels, Elmira, N. Y.; St. Joseph's Academy, Lockport, N. Y.; St. John's School, Manlius, N. Y.; St. Gabriel's Academy, New York, N. Y.; Ladycliff Academy, Highland Falls, N. Y.; St. Elizabeth's Academy, Allegany, N. Y.; St. Joseph's Academy, Greensburg, Penn.; Augustinian College, Villanova, Penn.; St. Luke's School, Wayne, Penn.; St. George's School, Newport, R. I.; Academy of Our Lady of the Sacred Heart, Corsicana, Tex.; St. Joseph's Academy, Sherman, Tex.; Academy of the Sacred Heart, Waco, Tex.; St. Edward's College, Austin, Tex.; Sacred Heart Academy, Louisville, Ky.; Bro. Albert, 802 Allem Ave., St. Louis, Mo.; Sisters of Notre Dame, Odell, Ill.; Sisters of the Visitation, Rock Island, Ill.; Ursuline Academy, San Antonio, Texas; Ursuline Academy, Dallas, Texas.

Remit all subscriptions for THE CATHOLIC SCHOOL JOURNAL direct to the Milwaukee office. Do not pay money to solicitors.

HOW TO PASS EXAMINATIONS

STUDY THE

New York State Examinations

CONTENTS:

- 14 Years Questions with Ans. in Arithmetic.
- 14 Years Questions with Ans. in Grammar.
- 14 Years Questions with Ans. in Geography.
- 14 Years Questions with Ans. in Physiology.
- 14 Years Questions with Ans. in Methods.
- 14 Years Questions with Ans. in Civil Govern.
- 14 Years Questions with Ans. in U. S. History.
- 14 Years Questions with Ans. in English Comp.
- 14 Years Questions with Ans. in Book-keeping.
- 14 Years Questions with Ans. in School Law.
- 14 Years Questions with Ans. in Algebra.
- 14 Years Questions with Ans. in Gen. Literature.
- 14 Years Questions with Ans. in Gen. History.
- 14 Years Questions with Ans. in Rhetoric.
- 14 Years Questions with Ans. in Astronomy.
- 14 Years Questions with Ans. in Chemistry.
- 14 Years Questions with Ans. in Geometry.
- 14 Years Questions with Ans. in Zoology.
- 14 Years Questions with Ans. in Geology.
- 14 Years Questions with Ans. in Latin.
- 14 Years Questions with Ans. in School Economy.

PRICE: ANY SUBJECT, 25c.; ANY 14 SUBJECTS, \$1.50;
THE 23 SUBJECTS COMPLETE, POSTPAID, FOR \$2.50.
BALL PUBLISHING CO., Rochester, N. Y.

INDISPENSABLE TO TEACHERS.

ROYAL SLEEVE PROTECTOR

PAT APPD FOR



Fits the arm snugly. Needs no tying nor pinning. Just slip them on and the special elastic goring does the rest. Made of duck in white, brown and black. Easily laundered. Small, Medium or Large size, sent postpaid for 25 cents a pair. Agents Wanted.

ROYAL MFG. CO., Evansville, Ind.



No. 47½—5 Cents, Square
" 45½—10 " "

DIAMOND INKS

IN BOTTLES, JUGS, KEGS AND
BARRELS.

Write us for prices on

The Best Inks for Your School

DIAMOND INK CO.,

MILWAUKEE, WIS.

PRESIDENT'S MESSAGE.

PRESIDENT ROOSEVELT'S message was read to Congress on Tuesday. The principal topics discussed and the President's recommendations were as follows:

"I believe it is often necessary and wise that there should be organizations of labor in order better to secure the rights of the individual wage-earner. All encouragement should be given such organization, so long as it is conducted with a due and decent regard for the rights of others. But when any labor union seeks improper ends, or seeks to achieve proper ends by improper means, all good citizens and more especially all honorable public servants must oppose the wrongdoing as resolutely as they would oppose the wrongdoing of any great corporation. Wage earners have a right by all honorable and peaceful means to persuade their fellows to join with them in organizations. They have a right to refuse to work in company with men who decline to join their organizations. They have under no circumstances the right to commit violence upon those who refuse to support their organizations.

"There should be stringent employers' liability laws."

"It is necessary to put a complete stop to all rebates. While I am of the opinion that at present it would be undesirable finally to clothe the interstate commerce commission with general authority to fix railroad rates, I do believe that, as a fair security to shippers, the commission should be vested with the power, where a given rate has been challenged, and after a full hearing found to be unreasonable, to decide, subject to judicial review, what shall be a reasonable rate to take its place; the ruling of the commission to take effect immediately, and to obtain unless and until it is reversed by the court of review."

"The national government alone can deal adequately with great corporations. To try to deal with them in an intemperate, destructive, or demagogic spirit would, in all probability, mean that nothing would be accomplished. Great corporations are necessary. The bureau of corporations has made careful preliminary investigation of many important corporations. It will make a special report on the beef industry."

"It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need

Our Specialty: CLASS PINS

High-grade work at low prices. Write to us for illustrated catalogue of designs. We guarantee satisfaction.

BUNDE & UPMAYER CO.
49-51 Wisconsin St.
MILWAUKEE, WISCONSIN



Stencils on strong linen paper. Try them. Borders—Chicks, Roses, Flag, each 2 cts. Goldenrod, Oak Leaves, Maple Leaves, Swallows, Ivy, Holly, Rabbits, each 3 cts. Sunbonnet, Babies, Brownies, Grapes, Turkeys, Kittens, Reindeer, Pumpkins, Vegetables, Cherries and Hatchet, each 5 cts.

Santa driving 8 Reindeer, Going down chimney, Filling stocking, each 10 cts.

Roll of Honor, Welcome, fancy, each 10 cts.

Busywork Stencils—3x5 inches—set of 25 for 10 cts. Another set 5x7 inches for 15 cts.

Blank Tracing Powder $\frac{1}{4}$ lb. for 10 cts.

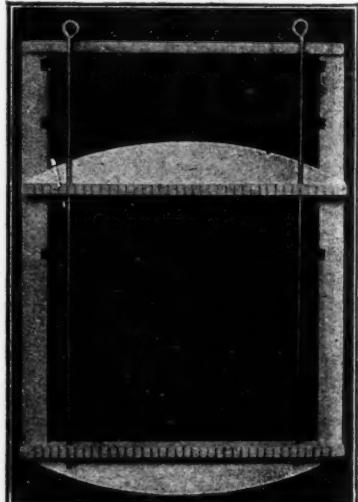
Calendars and Large Portraits—Name any wanted, each 5 cts. Fancy alphabets 5 cts.

Colored Chalk, Crayons,—best, dozen, 15 cts.

Maps, U. S. and Continents, 9x12, each 2 cts;

17x22, 5 cts; 34x44 20 cts; 4x6 feet, 40 cts.

Sent prepaid by J. A. LATTA, Cedar Falls, Iowa. Order some and ask for full list.



Todd Adjustable Hand Loom

Pat. July 23, 1901

For School, Kindergarten and Home

The new combination rug and hammock loom "Perfection" [see illustration] adjustable in length and width, meets every requirement for weaving. "Hand Loom Weaving," Rand, McNally & Co., by Mattie Phipps Todd, is the only practical book on this subject.

A practical and most timely help in the solution of the problem of industrial work in the primary school and for home-work. Endorsed by leading teachers.

All Kinds Weaving Material at Wholesale and Retail.
Send for Descriptive Circular.

TODD & TODD, 730 E. 18th St., Minneapolis, Minn.

fear no interference from the United States. Chronic wrongdoing, or an impotence which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, in flagrant cases of such wrongdoing or impotence, to the exercise of an international police power.

"In the Philippine Islands there has been during the past year a continuation of the steady progress which has obtained ever since our troops definitely got the upper hand of the insurgents. The Philippine people, or, to speak more accurately, the many tribes, and even races, sundered from one another more or less sharply, who go to make up the people of the Philippine Islands, contain many elements of good, and some elements which we have a right to hope stand for progress. At present they are utterly incapable of existing in independence at all or of building up a civilization of their own. I firmly believe that we can help them to rise higher and higher in the scale of civilization and of capacity for self-government, and I most earnestly hope that in the end they will be able to stand, if not entirely alone, yet in some such relation to the United States as Cuba now stands. This end is not yet in sight, and it may be indefinitely postponed if our people are foolish enough to turn the attention of the Filipinos away from the problems of achieving moral and material prosperity, of working for a stable, orderly, and just government, and toward foolish and dangerous intrigues for a complete independence for which they are as yet totally unfit."

* * *

GEORGETOWN UNIVERSITY.

The most elaborate celebration in America of the fiftieth anniversary of the promulgation of the doctrine of the Immaculate Conception was held at Georgetown College, Thursday and Friday of the present week, under the auspices of the Georgetown Sodality of the Immaculate Conception, the oldest association of its kind in America. The celebration was marked by a gathering of distinguished church dignitaries and Catholic laymen from all parts of the United States, among whom were Hon. Charles Kenny, of Pittsburg, the oldest living member, who joined the sodality fifty years ago, and who made an address. Others who were present included Dr. Conde Pallen, the well-known literate, of New Rochelle, N. Y., who read a memorial poem; Anthony Hirst, Esq., of Philadelphia, who founded the Hirst Library; Eugene D. F. Brady, of Washington; Hon. Daniel W. Lawler, of St. Paul; John Agar, of New York, and James Tracy, of Albany.

Among the church dignitaries who attended were Cardinal Gibbons, the Apostolic Delegate to the United States, Archbishop Falconio; the Apostolic Delegate to the Philippines, Msgr. Agius, and the rector and faculty of the Catholic University.

The following is the program arranged for the celebration:

Evening of December 7—7 o'clock, reception of candidates to membership in Sodality in Dahlgren Chapel; music by male choir.

December 8—10 a. m., Solemn High Mass, celebrated by Rev. Jerome Dougherty, S.J., president of Georgetown University, in presence of Archbishop Falconio. Gounod's Messe Orphéoniste, No. 2, by male chorus; solos by Messrs. Battle and Wimett; sermon by Rev. Aloysius Brosnan, S. J. 12 o'clock, lunch for guests in new dining hall. 1 p. m., dedication by the Apostolic Delegate of the new South building; 5 p. m., reunion of the class of 1904, and unveiling of a marble memorial tablet erected by them in Dahlgren Chapel.

* * *

THE present Archbishop of London, has renewed a rule made by Cardinals Manning and Vaughan against the holding of political meetings in Catholic schools:

"Each individual lay Catholic may uphold and propagate the political principles which his reason and conscience

legitimately command to him, but it is of supreme importance to her Divine Mission, especially in countries where political differences are wide and profound, that the Catholic Church herself, and her accredited ministers, should stand outside and above all sectional political combinations.

"Our Catholic schools are too closely connected in their own nature and in popular estimation with the work of the Catholic Church to make them suitable places for political meetings. The ecclesiastical prohibition of such meetings therein has neither in intention nor in application the slightest political significance. On the contrary, it exists purely and simply in order to prevent the smallest suspicion of anything in the nature of political sympathy or bias."

* * *

From between the leaves of an old book picked up by The Bibliomaniac, a faded and worn out volume of French travels, this interesting old clipping fluttered out, yellow with age. It is dated "Dec. 2, and must of course be from some daily of that date in 1878, and reads as follows:

"New York, Dec. 2.—The London Hour says it has the trustworthy information that by the privately expressed wish of Pius IX., the cardinals have been in consultation and selected Cardinal Pecci, archbishop of Perugia, for the next Pope. He was born in 1810

The following Orders are extensive users of our Commercial Text Books:

Sisters of Charity,
Sisters of Notre Dame,
Sisters of St. Francis,
School Sisters of Notre Dame,
Sisters of Loretto,
Sisters of Providence,
Sisters of I. H. M.,
Sisters of Mercy,
Dominican Sisters,
Sisters of St. Joseph,
Sisters of the Sacred Heart,
Sisters of Humility,
Ursuline Sisters,
Presentation Nuns,
Sisters of St. Benedict,
Sisters of the Visitation,
Sisters of Divine Providence.

These are the titles of the books they are using:

Office Methods and Practical Bookkeeping,
Modern Commercial Arithmetic,
Modern Business Speller,
Complete Touch Typewriting Instructor,
Lessons in Munson Phonography,
Lessons in Pitman Phonography,
Lyons' Commercial Law,
Dictation Studies,

We give special attention to the needs of Religious Schools for commercial texts. Their inquiries receive prompt and personal attention. ADDRESS

24 Adams St. CHICAGO. **POWERS & LYONS** 1133 Broadway, NEW YORK.

and became cardinal in 1853, is a hard working bishop, and is called ultramontane, but would no doubt live on terms of amity with the Italian government. Even the free thinkers of Italy greatly respect Cardinal Pecci."

* * *

The Pope Monday morning held a consistory preliminary to the canonization of Blessed Gerardo Maiella and Blessed Alessandro Sauli. The weather was springlike, adding to the general feeling of good will. The Pontiff went in procession to the hall of the consistory, where there was a most imposing gathering of high prelates, said to be the largest since the fall of the temporal power of the Pope, but the public was not admitted.

* * *

Cardinal Carraud, a foremost figure in the French hierarchy and a member of the French academy, has written a letter strongly approving the American system of the independence of Church and State, indicating that the American system offers a basis for the reorganization of the French system when the forthcoming separation of Church and State in France is accomplished.

FOR TEACHERS AND CLASSES IN ENGLISH

A NEW AND VALUABLE AID

OUTLINE STUDIES IN COLLEGE ENGLISH

By Maud Elma Kingsley

These Outline Studies are the result of years of study by a teacher with a real talent for literature. Able, clear, scholarly, comprehensive, suggestive, they enable the pupil to grasp the subject and retain it in memory. They make the English class the most interesting of any in the school.

"This series is a perfect gold mine for an English teacher."

EMILY H. HAM,
The Seminary,
Hollidaysburg, Pa.

"The booklets are of untold value to the teacher of English."

BROTHER LEO,
Sacred Heart College,
San Francisco, Cal.

Your Outline Series is admirable. It will supply many teachers with the necessary methods, and suggest the insight that a critical study demands. It ought to be most helpful to all students and teachers of preparatory English."

JOHN ERSKINE,
Instructor in English, Amherst College.

WE HAVE SCORES OF SUCH TESTIMONIALS

Twenty-two Studies suitable for schools, colleges, literary and women's clubs, or private readers. 15 cents each. Order by numbers. Send 15c for a sample Outline.

1 Silas Marner	12 L'Allegro and Il Penseroso
2 Sir Roger de Coverley Papers	13 Comus
3 Julius Caesar	14 Lycidas
4 The Merchant of Venice	15 Burke's Speech on Conciliation
5 The Vicar of Wakefield	16 Macaulay's Essay on Milton
6 The Ancient Mariner	17 Macaulay's Essay on Addison
7 Ivanhoe	18 Macaulay's Life of Johnson
8 Carlyle's Essay on Burns	19 Irving's Life of Goldsmith
9 The Princess	20 Lady of the Lake
10 The Vision of Sir Launfal	21 Idylls of the King
11 Macbeth	22 Connecting Links for College English

Outline of "Evangeline" ready Nov. 20th.

THE PALMER COMPANY, PUBLISHERS
Publishers of "Education."

50 Bromfield Street, BOSTON, MASS.

Dust and Disease

Do you know that dust has become such a factor in the spread of disease that there is now a regular dust disease?

The number of deaths every year directly traceable so dust is appalling.

You can't afford to neglect this subject.

We claim we can reduce the dust in your school rooms 97 per cent.

That's pretty strong, isn't it?

Did you ever stop to think that we wouldn't dare to make this statement if we couldn't prove it.

Be convinced. Ask us to send you a Brush on approval. We will.

MILWAUKEE DUSTLESS BRUSH CO.

130 Sycamore Street MILWAUKEE, WIS.

"SCHOOL BUILDINGS MY SPECIALTY"

**GEORGE BURNETT
ARCHITECT**

Rooms 8 and 9, Aiello Block
TRINIDAD, COLO.

Respectfully solicits your patronage.

A SELECT LIST ON AMERICAN HISTORY

FOR CLASS TEXTS FOR THE LIBRARY FOR SUPPLEMENTARY READING

Chandler and Chitwood's Makers of American History	\$.60
Chandler's Makers of Virginia History	.65
Redway's Making of the Empire State	.65
Hazard and Dutton's Indians and Pioneers [American History Series]	.60
Smith's The Colonies [American History Series]	.72
Mowry's American Heroes and Heroism [America's Great Men Series]	.60
Mowry's American Inventions and Inventors [America's Great Men Series]	.65
Mowry's American Pioneers [America's Great Men Series]	In press
Pratt's Far East and Far West Red Children	.25
Ellis' Historical Readings Illustrative of American Patriotism	.60
Twombly's Hawaii and Its People [The World and Its People Series]	.68
Knapp's The Story of the Philippines [The World and Its People Series]	.60

**SILVER, BURDETT & COMPANY
NEW YORK BOSTON CHICAGO**

Benziger's Magazine

The popular Catholic Family Monthly
SUBSCRIPTION \$2.00 A YEAR

With Colored Art Supplement in Every Other Issue

These pictures in colors are real works of art, and will be an ornament to any home. Size 8 x 12 inches, suitable for framing

WHAT BENZIGER'S MAGAZINE GIVES ITS READERS IN A SINGLE YEAR:

1. Fifty complete stories by the best writers — equal to a book of 300 pages selling at \$1.25
2. Three complete novels of absorbing interest — equal to three books selling at \$1.25 each
3. Seven hundred beautiful illustrations
4. Forty large reproductions of celebrated paintings
5. Forty storilettes
6. Twenty articles—equal to a book of 150 pages—on travel and adventure, on the manners, customs and home-life of peoples; on the haunts and habits of animals, etc.
7. Twenty articles—equal to a book of 150 pages — on our country, historic events, times, places, important industries
8. Twenty articles—equal to a book of 150 pages — on the Fine Arts: celebrated artists and their paintings, sculpture, music, etc., and nature studies
9. Twelve pages of Games and Amusements for in and out of doors
10. Fifty pages of Fashions, Fads and Fancies, gathered at home and abroad, Helpful Hints for home workers, household column, cooking receipts, etc.
11. "Current Events," the important happenings over the whole world, described with pen and pictures
12. Twelve prize competitions, in which valuable prizes are offered

HELP INTRODUCE GOOD CATHOLIC LITERATURE AND ARTISTIC RELIGIOUS PICTURES IN THE HOMES OF YOUR LOCALITY

Act as our Agent. You can make a good salary now and assure yourself of a regular yearly income Write for terms

BENZIGER BROTHERS

New York, 36-38 Barclay St.

Cincinnati, 343 Main St.

Chicago, 211-213 Madison St.

THE SADLER-ROWE COMPANY, BALTIMORE, MD.

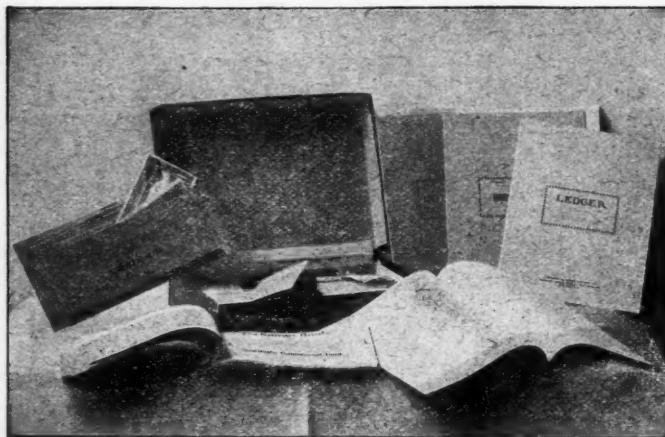
Publishes Commercial Texts and Supplies Exclusively.

Commercial and Industrial Bookkeeping, Business Bookkeeping and Practice, Richardson's Commercial Law, Commercial Arithmetic, New Method Speller, Synthetic Shorthand (Graham-Pitmanic), New Rapid Shorthand, Lister's Budget of Writing Lessons, Earnest's English Correspondence and Macfarlane's Commercial and Industrial Geography are the titles of some of our books. We supply schools with an extensive line of advertising circulars and booklets at cost price.

Full information will be sent to all schools making inquiries.

Sadler-Rowe Company, Baltimore, Md.

PROGRESSIVE, Earnest Teachers who are ever seeking those things of education **That Help Young People to Help Themselves**, should investigate the new **Goodyear-Marshall Business Training Courses.**



The above cut is a photographic view of the equipment for 60 Lessons in Business

Goodyear's Sixty Lessons in Business.

Combining elementary practice in accounting and business transactions for beginners.

Marshall's Bookkeeping and Business Training

A complete course in mercantile business and plain accounting for more advanced students.

Marshall's Double Entry Drills

A review book of practice in journalizing and in the preparation of openings, closings, and statements.

COMPLETE OUTFITS of any of the foregoing courses will be sent to reputable schools, for examination with a view to adoption.

Following is an enumeration of schools controlled by the several Catholic Orders, that have adopted one or more of our courses, during the past three years:

<i>Sisters of Charity</i>	47	<i>Sisters of St. Agnes</i>	7
<i>Ursuline Sisters</i>	23	<i>Sisters of the Visitation</i>	3
<i>Sisters of St Joseph</i>	59	<i>Sisters of Humility</i>	6
<i>Sisters of St Francis</i>	58	<i>Christian Brothers</i>	3
<i>School Sisters of Notre Dame</i>	20	<i>Sisters of I. H. M.</i>	5
<i>Presentation Nuns</i>	2	<i>Sisters of the Holy Cross</i>	9
<i>Sisters of Notre Dame</i>	19	<i>Sisters of the Sacred Heart</i>	4
<i>Sisters of the Most Precious Blood</i>	5	<i>Sisters of Providence</i>	21
<i>Sisters of St Benedict</i>	20	<i>Sisters of Divine Providence</i>	5
<i>Sisters of the Holy Ghost</i>	3	<i>Sisters of Christian Charity</i>	9
<i>Sisters of Mercy</i>	32	<i>Sisters of Loretto</i>	11
<i>Sisters of St. Dominic</i>	12	<i>Miscellaneous Schools not classified</i>	68

Hundreds of endorsements of our works will be furnished on application. A representative of the firm will visit any vacation assembly or mother house, where there are a number of teachers desirous of becoming familiar with our works. Correspondence solicited. Address,

GOODYEAR-MARSHALL PUBLISHING CO.,
CEDAR RAPIDS, IOWA.

They are highly practical, as well as educative. The student becomes interested, then enthusiastic, while the common - sense plan of these courses, appeals at once, to every intelligent teacher.

Carefully graded and adapted to the needs of different groups of students, the courses are as follows:

Marshall's Corporation and Voucher Accounting

An advanced short course in accounting and voucher work for small manufacturing establishments, with drill in the transactions of corporation business.

The Progressive Commercial Arithmetic.

A fine new drill book in practical arithmetic especially suited to the needs of commercial classes.